ANNUAL REPORT

POONA COLLEGE

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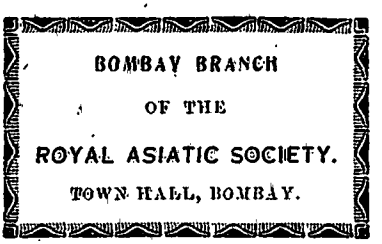

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ANNUAL REPORT

OF THE

POONA COLLEGE,

FOR THE

YEAR 1854.

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Establishment,

As on the 1st January 1855.

College.

Principal, and Translator. ..	Major T. Candy.
Professor of English Literature.	William Draper, Esq.
Professor of Mathematics and Natural Philosophy..	The Rev. J. McDougall.
Assistant Professor of Vernacular Literature.....	Krishna Shastri Chiplonkar.
Assistant Professor of Natural Philosophy in the Vernacular.....	Keru Lakshman Chhatre.

Translation Department.

Translation Exhibitioner.. ..	Narsinh Shástrí Ok.
Ditto ditto	Bháu Shástrí Paitkar.

English Department.

Assistant Master, in charge of Branch School..	Sakhárám Bálkrishna.

Assistant Teachers.

Atmárám Vináyak.	Pándurang Bálájí.
Aná Sahasrabudhe.	Yadneshwar Dádájí.
Bábá Joshi.	Náráyan Jagannáth.
Wishwanáth Karmarkar.	Govind Jagannáth.
Purshottam Náráyan.	Vináyak Bhide.

Sanscrit Department.

Professor of Logic (or Nyáya Shástra).....	Narsinh Achárya Ok.
Professor of Law (or Dharm Shástra).....	Nilkanth Shástrí Bhat.

Professor of Grammar (or Wyákaran)	Dhond Shástrí Dengwekar.
Professor of Rhetoric and Poetry (or Alankár and Kávya)	Náráyan Shástrí Abhyankar.
Assistant Professor of Law	Shankar Joshí.
Assistant Professor of Grammar	Gopál Achárya.
Sub-Assistant Professor of Rhetoric and Poetry	Krishna Shástrí Rájwáde.
2nd ditto ditto	Bál Shástrí Deo Tokekar.
Sub-Assistant Professor of Logic	Gopál Shástrí Gokhle.
Sub-Assistant Professor of Grammar	Mahádeo Shástrí Garbole.

Vernacular Department.

Vernacular Teacher	Vishnu Pant Támhankar.
Assistant ditto	Vináyak Pant Gokhle.
Kárkun	Anant Shástrí Tallekar.
Librarian	Tátiá Shástrí Pole.

ANNUAL REPORT

OF THE

POONA COLLEGE,

FOR THE YEAR 1854.

I.—INTRODUCTORY AND GENERAL REMARKS.

1. I have the honour to submit to the Board of Education my Report of the Poona College for the year 1854.

2. Owing to a change of Professors, to the Classes of Literature having been without a Teacher for a month, and to the departure of a good many of the best students to join the Engineer School established by Lieutenant Colonel Scott, the English Department of the College did not make quite so good an appearance at the Examination in December 1854 as it had done in December 1853 ; yet I trust that, all circumstances being considered, the state of the College will be deemed satisfactory.

3. The numbers at the close of 1853 were :—

In the English department	338
In the Normal department	20
In the Sanscrit department	121
	479

The numbers at the close of 1854 stand :—

In the English department	328
In the Normal department	36
In the Sanscrit department.....	124
	488

It thus appears that there is a small increase in the sum total of the students.

4. Of these 488 students, 74 are stipendiary, 113 pay a school fee, and 301 are free, on account of poverty. There are 78 stipendiary scholarships, but 4 were vacant at the time of the examination.

5. Though the establishment of the Engineer School by Colonel Scott has somewhat weakened the College for the present, by drawing off so many good students, yet I rejoice at the establishment of that School, and that the College could supply it with so many suitable scholars. Had it not been established, I should have wished for the formation of an Engineer Class in the College.

6. The change of Professors alluded to above (paragraph 2) was caused by the resignation of the chair of English Literature by the Rev. A. G. Fraser, and by the appointment of Mr. W. Draper, of the Elphinstone Institution, to succeed him in it. The resignation of Professor Fraser was a cause of great regret, both to the students and to myself, as I expressed to the Board in submitting his resignation.

7. As Professor Fraser left on the 1st of October, and Professor Draper did not join till the 1st November, the Classes of Literature were without a Teacher for the interval. I regretted this the more, as my own health at that time did not permit me to take charge of the classes myself, as I had done between the departure of Professor Green and the arrival of Professor Fraser. Professor

McDougall, however, was so kind as to take one of the Classes of Literature under instruction while the chair of Literature was unoccupied, for which I felt very much obliged to him.

8. Throughout the year I had three classes under my own instruction in the early morning. From 6 to 7 I had a large class, composed of the Assistant Teachers of the College, several Teachers of Schools in the city, some young men from different offices, and some young Shástrís wishing to prepare for Translation Exhibitions. The class finished Goldsmith's "Citizen of the World," and read some of his Essays. They read also a little brochure on the "Art of Questioning," which I chose on account of the number of Teachers which were in the class. In the Vernacular, on alternate days, the class finished "Bál Mitra," which was rendered into English sentence by sentence, and took up Esop's Fables. From 7 to 8 I had the students of the College division. The attention of this class was chiefly directed to the translation of Maráthí into English. The book read was Esop's Fables. From 8 to 9 I had a class of Normal students advanced in English. This class read with me part of the "Course of Reading," but towards the end of the session we began reading selected pieces in the "Papers for the Schoolmaster." The study of this work will, I hope, be very beneficial to the class. It will give them a right view of the duty of Schoolmasters, and will show them that they must be *educators*, and not mere *teachers*. On one day of every week I had *all* the students of the Normal department.

9. Though my health was very indifferent for a good part of last year, I am thankful to say that the days on which I was unable to teach my classes were very few. At one time, I was afraid that I should be compelled to

leave India before next hot season; but towards the end of the year my health improved so much that, under the sanction of the highest medical opinion, I resolved to postpone the change. I was very glad to be able to do this, as I was most unwilling to leave with work unfinished.

10. In the session which has just commenced, I have combined my First and Second Classes, that I may have a Class of Candidates for Translation Exhibitions from 7 to 8. This measure makes my First Class inconveniently large (more than 60); but I find that translators cannot be prepared except by *special* instruction, and therefore I am compelled to adopt it. My Translators' Class comprises 12.

11. As the College building required considerable repairs, I was under the necessity of closing the College on the 15th April, a fortnight before the vacation. The Executive Engineer applied for the building to be made over to him on the 1st April, but as I could not find another suitable building to be got for rent, I prevailed on him to postpone the work till the 15th.

12. In the past year a valuable set of chemical apparatus, and a collection of geological specimens, have been purchased for the College.

13. Before concluding these general remarks, I would observe, with reference to the permission granted me by the Board, to draw up and submit a form of diploma, in accordance with paragraph 48 of my last Report, that my colleague, Professor Fraser, and I had commenced drawing out one, when the Despatch of the Honorable Court of Directors on Education, which granted a University to this Presidency, caused me to lay it aside as unnecessary, under the prospect presented by the Despatch.

II.—ENGLISH DEPARTMENT.

College Division.

14. As Professor Fraser had charge of the Classes of Literature from the beginning of January to the end of September, and Professor Draper from the 1st November to the end of the year, I have received Reports on the classes from both. I subjoin both Reports, and add some remarks on them.

REPORT BY PROFESSOR FRASER.

To Major Candy,
Principal of the Poona College.

My dear Major Candy,

15. 1. In compliance with your request, I have the honour to send you a report of the Classes in English Literature during the first seven and a half months of 1854, that I conducted their studies.

I shall begin with the

Freshman Class.

16. 2. In the early part of the session this class consisted of forty-three (43) students. Six of this number soon left the College, to enter public offices as clerks; two left in consequence of protracted illness; and, about the middle of the session, fifteen joined the Engineering School established in Poona under the superintendence of Colonel W. Scott. The class was thus reduced to twenty students.

17. 3. The studies of the class were as follows:—

Literature.—Chambers' Cyclopædia, the 7th Period.
Poets: Bloomfield; Grahame; Crabbe.

Belles-Lettres.—Blair's Lectures, I—XX.

History.—Taylor's Manual of Modern History: as far as the Revival of Learning.

History of Civilization.—Guizot's History of Civilization in Europe: Lectures I—V.

Composition and Elocution.—The class wrote compositions, and delivered selected speeches, previously committed to memory, as exercises in elocution, every Saturday.

18. 4. I had reason to be satisfied with the diligence and progress of a large number of this class. Those whom I considered the most meritorious I shall now name, in the order of their merit:—

1, equal. Rama Ok.
Raojee Gudboley.
Nana Bhidey.

2, equal. Chintamun.
Nowrojee Puddomjee.
Babajee Deshpondey.

3, equal. Shaboodin.
Venkut Rao.
Bala Phudkey.
Prubhakur Joglekur.

4, equal. Wassodeo Purajpe.
Raojee Poonakur.
Rama Gudboley.

This order has reference to the appearance made by the students in the work of the class, and to the number of marks which they obtained. As some possess a better knowledge of English than others, which gives them a great advantage in the current recitations of the class-room, the order of their names is not an accurate indication of the real merits of all in the list. The first two, however, are in all respects superior to the rest, and are young men of whom the highest expectations may be justly entertained. I need not explain here my system of teach-

ing, as I did so with sufficient fulness in my previous Report. I proceed, therefore, to report on the

Junior Class.

19. 5. In the former part of the session, this class consisted of sixteen (16) students. Two of this number were withdrawn by their parents, in consequence of the fees; one left to enter a public office; one was removed by his father for the crime of becoming "civilized"; one did not return after the May vacation; and, as he has not since been heard of by his friends, he is supposed to have died of cholera on his journey from his Native village; one entered the Engineering School referred to in paragraph 2; and one left to take up the appointment of College Librarian. The class was thus reduced to nine students. Of this number, moreover, four were appointed Assistant Teachers in the English School department, which prevented their attendance at the class after 1 o'clock P. M.

20. 6. The studies of the class were as follows:—

Literature.—Chambers' Cyclopædia, 7th Period.
Poets: Rogers; Wordsworth.

History.—Hume's History of England—the British, Roman, Anglo-Saxon, and Norman Periods.

Philosophy of History.—Guizot's History of Representative Government: Lectures III, IV, and V, on the Anglo-Saxon Institutions; Lectures II, III, IV, and V, on Anglo-Norman Institutions; and Lectures VI and VII on English charters.

Mental Science: Psychology.—Cousin's Criticism of Locke's Essay; Introduction; Chapters I, II, III, and part of Chapter IV, on the Idea of Cause.

Physical Science: Chemistry.—The text-book in Chemis-

try was Wilson's Manual, of which the class went carefully through the introductory chapters on Chemical Philosophy; the whole of the non-metallic elements, with their compounds; and several of the metallic elements, with their compounds. The class also went carefully through "Faraday's Course of Six Lectures on the Non-metallic Elements" (delivered before the Members of the Royal Institution), together with the introductory manipulative details of professor Scoffern.

Practical Chemistry.—All the usual demonstrative experiments, illustrative of the various processes by which the non-metallic elements and their compounds are produced, and of their properties, were performed in the class. The excellent apparatus belonging to the College afforded every facility for this purpose.

Composition and Elocution.—All the members of this class, in rotation, wrote original orations (two members every week), which, after being carefully corrected by the Professor, they committed to memory, and delivered, as exercises in elocution and oratory, on Saturday, in the College Hall.

21. 7. I am able to speak in very high terms of nearly all the members of this class. They seemed to understand the true distinction between the School and the College: that in the former boys depend very much upon their teachers, and that in the latter young men depend very much upon themselves; consequently their reading was by no means confined to the lessons of the class, but was as varied and extensive as their time, and their facilities for obtaining books, admitted of. Their original orations were generally very excellent; evincing considerable proficiency in the various styles of English composition, independent

and just thinking, and a correct idea of public speaking. Purshotum Bhut, Govind Juggonath, Narayan Juggonath, forming one trio, and Dorabjee Puddomjee, Krishna Rahalkur, Venayek Bhidey, forming another trio, students of nearly equal merit, are a great credit to the Poona College, and young men of great promise.

22. 8. My system of instruction in the class was to employ text-books along with familiar teaching—a system which experience has taught me is best suited to the present mental condition of our students, and best adapted to the development of their reflecting powers. I procured for the class, therefore, the very suggestive works of Guizot, Cousin, and Faraday. The object that I kept in view was, not to throw into the reservoir of the memory a mass of positive knowledge, of insulated facts, or detached notions, while the mind itself is left unawakened, unexercised, and unconscious of its strength; but the invigoration of the intellectual powers, the formation of skill in the use of them, the generation of habits of intellectual courage, that can and will grapple with a problem, a proposition, or an argument, conscious of its own strength, and inured to toil.

I proceed now to report on the

Senior Class.

23. 9. This class, consisting of the Assistant Teachers of the English School department, and four members of the Junior Class who did not attend the Mathematical Professor with the rest of their class-mates, contained at the beginning of the session fourteen (14) students. Three left early in the session to take up appointments, reducing the number of the students to eleven.

24. 10. The students of this class, being somewhat

advanced in years, and likely soon to leave the College for public appointments, were allowed to exercise their choice in regard to the subjects of study. Their selection embraced the following studies —

Political Philosophy and Jurisprudence.—The article on Jurisprudence in the "Standard Library Cyclopædia of of Political Knowledge"; "Elements of Jurisprudence," by Professor Foster, of University College, London, I, II, III, and part of IV Lectures; the "Principles of Criminal Law," published by Pickering; Montesquieu's "Spirit of Laws," Book I, of Laws in General, Book II, of the Laws directly derived from the Nature of Government; Guizot's "History of Representative Government," Lectures VI, VII, and VIII, on the Classification of Governments, the Comparison of the Principles of different Governments, and the Forms essential to Representative Government; Mill's "Principles of Political Economy," Book V, Chap. I, of the Functions of Government in General, Chap. XI, of Grounds and Limits of the Non-interference Principle; "Cabinet Lawyer," Part I, Government and Laws of England, Chaps. I—VI inclusive; Broom's "Selection of Legal Maxims," Chaps. I, II, III, IV, and V; "The Regulations of the Government of Bombay," Regulations I—IV inclusive.

Physical Science.—"Elements of Agricultural Chemistry and Geology," by Professor Johnston, Chaps. I, II, and III; Stephen's "Book of the Farm," Chap. V, on the branches of Science most applicable to Agriculture.

Elocution and Oratory.—The members of this class wrote essays, in rotation, weekly; two were appointed weekly to conduct an extemporaneous debate on a prescribed

question; and, in the latter part of the session, two were appointed weekly to give, extemporaneously, a summary of several chapters of some one of the text-books.

25. 11. Several members of this class made the most satisfactory proficiency in their various studies. In extemporaneous speaking and debate the most manifest improvement was made by the members of the class generally. I must, however, make special mention of Narsinh Shástrí Ok, Bhao Shástrí Paitkur, Bala Moné, Atmaram, and Nana Bhidey, as young men of superior attainments, and of sterling worth. I am persuaded that they will quit themselves, in any public situation in which they may hereafter be placed, in such a manner as to reflect the highest honour on the College. In a knowledge of the general principles of Jurisprudence, of the Regulations of the Bombay Government, and of the practice in the Honorable Company's Judicial Courts, Nana Bhidey has made the greatest and the most creditable attainments.

26. 12. In conclusion, allow me to say, that I feel the liveliest interest in the Poona College. I know the worth of many of the students, and I shall labour as cordially to promote their future prosperity and usefulness as if I were still connected with the College. I did not sever my official connection with them without much hesitation, nor without serious deliberation; and I would never have done so, except to enter another sphere of labour among the Native youth of India, which, at the time, appeared to me to offer facilities for more extensive usefulness. I trust you will allow me, my dear Major Candy, to take this opportunity of acknowledging the delightful obligations under which you have placed me, by all the encouragement and kindness that I received from you while I was

connected with the College. I shall ever cherish sentiments of gratitude for your kindness, and of the highest esteem for yourself. I beg you will allow me, also, to record my opinion of the Poona College. You have raised it to a very high eminence as a seminary of sound and practical education. I believe that there is no educational institution in this Presidency which is exerting so powerful and extensive an influence for good on the community as the Poona College. Moreover, in its fund it possesses the means, and in the class of students who frequent it the materials, of becoming, what I know you wish to see it, a first-rate collegiate institution, standing up in the midst of the Deccan as an intellectual bulwark against every influence hostile to true progress.

Believe me,
My dear Major Candy,
Yours very faithfully,
ALEX. GARDEN FRASER.

Bombay, 20th January 1855.

PROFESSOR DRAPER'S REPORT.

27. I took charge of the Classes of Literature on the 1st November, and as there was but a month between this and the commencement of the Examinations, I employed the time in letting the students revise as much as they were able of what they had studied during the previous part of the year. The lists of the studies of the several classes, as given below, were furnished by the students themselves, and the statements made by them were my only guide in the examinations.

Senior Class.

28. The studies of this class during the past year were—

Company's Regulations, I—IV.
Elements of Jurisprudence.
Chemistry.

29. This class contains eight students, seven of whom were present at the examination. In the four Regulations, the whole of which they had revised with me in November, the greater part of the class passed a very satisfactory examination.

30. In Jurisprudence they informed me that they had read three of Foster's Lectures. They, however, possessed no books of their own, but had used two copies kindly lent to them by my predecessor. These he had taken away with him. The class expressed themselves very anxious to revise what they had studied of this subject, and every effort was made to procure a copy of the work, but it was found impossible to obtain one either in Poona or Bombay; and at the time of the examination the students stated, that not having revised the subject, they felt unable to undergo an examination. It was therefore considered unnecessary to prepare any questions for them, the more especially as none of them had taken notes, or were able to state what part of Jurisprudence they had studied.

31. A paper in Chemistry was given to this class conjointly with the Junior Class, by the Professor of Mathematics.

32. As a test of their general knowledge, and their skill in composition, all the classes were required to write essays. This class had the choice of the following subjects :—" The Advantages of cultivating a Cheerful Disposition"; and "The Influence of the invention of Printing on the Diffusion of Knowledge." They chose the latter. Their essays were not at all satisfactory. The

ideas were poor, and the composition faulty. That written by Atmaram Venayek, though not entirely original, is the best expressed; and I forward it and the next best as specimens.

33. This class has made but a poor appearance for a senior College class. I should, however, have been much surprised if it had done otherwise. The class consists entirely of Assistant Masters, and most of them, in addition to teaching their several classes, have themselves been under tuition four hours daily—one hour with the Professor of Literature, one hour with the Professor of Mathematics, and two hours in the early morning. They consequently have had scarcely any time for study. Teaching is a valuable auxiliary in the acquisition of knowledge, and a good Teacher will be able greatly to facilitate the progress of his pupils; but teaching, though a very important auxiliary, is only an auxiliary; and it is a mistake to suppose that mere attendance on College classes is all-sufficient. The capacities of students vary, and some subjects require more study than others; but there should, I think, be on an average at least two hours' private study for every hour's attendance at College. I am the more earnest in dwelling upon this, because I am sorry to find that want of application is not peculiar to the Senior Class. The other classes, though without their excuse, have followed their example. The majority of the students seem to have been quite satisfied with *being taught*, and the indefatigable exertions and valuable instructions of my accomplished predecessor have consequently not been so beneficial as they otherwise would have been.

34. Another great obstacle to progress is the general scarcity of books. The Senior Class, consisting of eight

students, have been accustomed to consider two copies of a text-book an ample supply, and in the Freshman Class, containing twenty students, there were only six or seven copies of some of the ordinary class-books. I think it very desirable that the Assistant Masters should be permitted to attend the Classes of Literature for at least another year; but in this case I hope that time will be allowed them for study, and that they will supply themselves with books. It is not necessary that students should possess all the works from which the Professor may give notes, but each student should be provided with a complete set of the principal text-books. I trust that this will be made compulsory on all the students, and I hope I shall be able to inculcate habits of study.

Junior Class.

35. The studies of this class were—

Literature.—Chambers' Cyclopædia, the 7th Period: *Rogers* and *Wordsworth.*

History.—Hume's History of England: The Norman Period to the end of the reign of John.

Psychology.—Cousin's Criticism of Locke's Essay: Introduction, and Chapters I—III.

Chemistry.

Composition.—Original Essays.

36. The number of students in this class at the time of the examination was five, one of whom, Vishnu Kelkar, I had not seen previously, as he had been for a long time absent. The other four had revised with me part of their History, and the whole of their Psychology. In addition to the regular students, four of the School Teachers had attended the class for Literature, and were examined with them in that subject.

37. The examination in Literature was conducted before the College Council in the following manner. The class were required to read aloud some of the selections from Rogers, and were afterwards questioned as to the meaning and grammatical structure of what they had read. The pieces were read in a creditable style, and the meanings were generally given pretty well, but the knowledge of grammar fell far short of what I should have expected from a class of this standing. In some instances they were unable to name the cases of nouns, and the moods and tenses of verbs.

38. In History, two of the class acquitted themselves very creditably, and the same two passed a satisfactory examination in Psychology. Dorabjee Puddomjee, who comes out at the head of his class, deserves to be mentioned as an industrious student.

39. Some of the essays of this class were better than those of the Senior Class, the best being that of Purshotum Bhut. Narayan Juggonath's is little inferior in composition, but the ideas are not so good. I forward both of them as specimens.

Freshman Class.

40. The studies of this class were as follows:—

Literature.—Chambers' Cyclopædia, the 7th Period; *Bloomfield, Grahame, and Crabbe.*

History, and History of Civilization.—Taylor's Manual of Modern History, 102 pages; Guizot's History of Civilization in Europe, Lectures I—V.

Belles Lettres.—Blair's Lectures, I—XX.

Composition.—Original Essays.

41. In this class there were twenty students on the roll, fifteen of whom were present at the examination. The

class had revised with me the five of Guizot's Lectures, and a portion of Taylor's Manual, and Blair's Lectures.

42. The examination in Literature was conducted in the same manner as in the Junior Class, and the result was rather more unsatisfactory. Many of the class were unable to explain the meaning of what they read, and failed to answer very simple questions in parsing.

43. In History the examination was also unsatisfactory. The oral answers, however, were better than the written answers. All the students were very much afraid of being examined in any part of their studies that they had not recently revised, and in the *vivâ voce* examinations I generally confined myself to what had been revised in class during the previous month. In Blair's Lectures the answering was very creditable.

44. This class, like the two preceding, was allowed the choice of two subjects for an essay. They chose "Benevolence." Very few of the class seemed to have a correct idea of the signification of the word; but their essays were somewhat better in composition than in matter. The best essay was Nowrojee Puddomji's, but Raojee Gudboley is decidedly the best man in the class. His marks would have come higher than they are, but for an unfortunate habit of misspelling. There were no fewer than seventeen mistakes in spelling in his essay.

45. The unsatisfactory state of the College classes is no doubt owing, in a great measure, as mentioned above, to the disposition of the students to rely wholly upon the Professor. They seem to have regarded themselves as recipients of instruction rather than as students, and to have considered their work over when the College closed. But in addition to this general want of application, and the scarcity of books, there is yet another and more formidable

obstacle to progress, the very imperfect knowledge of English with which students enter the College; and till some improvement in this respect is effected, I do not see how any great proficiency can be attained, either in the subjects taught by the Professor of Literature, or in Mathematics. English is the sole medium of instruction in the College: it is the language of the Professors, and the language in which all the books are written; and unless a competent knowledge of English be insisted on as an indispensable qualification for admission into the College, all attempts at high education must prove futile. The present Freshman Class, at the end of their first year, have not that knowledge of English which they ought to have possessed before entering the College; but, at the same time, it is only just to state that they are at least two years in advance of the Candidate or Senior Class of the School department. This latter class was examined in English before the College Council, and I was much surprised at the appearance it made. In reading, they were not only very imperfectly acquainted with the meaning of what they read, but many of them experienced great difficulty in pronouncing the words; and there was of course no attempt at elocution. Scarcely one of them was able to express himself in correct English in answer to a simple question, and some of their answers were hardly intelligible. A subject was given them for a short essay; and their compositions, which I examined, were expressed in the same broken-English style in which they speak. Not one of the class is, in my opinion, fit to enter the College; and they could not be properly qualified in another year.

46. The importance of maintaining an English College in the heart of the Mahratta country,—a College in which those hitherto accustomed to study only the Vedas and

the Shasters may be made acquainted with the Literature, the Science, and the Civilization of Europe,—can scarcely be over-estimated. But without a preparatory School, capable of supplying the College with students able to read and understand English, much of the time of the Professors will be occupied in teaching *the language* alone, and the course of studies must of necessity be very limited. Two years ago, I believe, it was found that none of the pupils of the Candidate Class were qualified to enter the College. The class was consequently kept in the School another year, being placed during that period under the tuition of the Professors of the College. This year, recourse must be had to the same expedient, or students must be admitted into the College without having acquired the means of understanding the language of the books placed in their hands. It thus appears, that the School in it its present state is incapable of furnishing students for the College: I would therefore respectfully suggest, that measures be taken to secure for the School an efficient staff of Teachers, and that with this view the Board of Education be requested to sanction a higher rate of remuneration. The salary of the Master of the Candidate Class is at present only Rs. 25 per mensem, and some of the Teachers receive only Rs. 10. The salaries of the Assistant Masters at the Elphinstone Institution are three or four times these sums; hence efficient Teachers are secured, and consequently the Elphinstone College possesses an immense advantage over the Poona College—an advantage which the most strenuous exertions of the Professors will never be able to counterbalance. It will afford me great pleasure to give instruction to any of the present Teachers, and if an increase of pay were held out as an inducement, probably several of them would make

themselves masters of the requisite amount of knowledge. In the mean time, the introduction of two or three efficient Teachers from without would, I think, be very desirable. While, however, the pay of the Assistant Masters is less than can be obtained in Government offices as copying clerks, there is little chance of procuring, and no hope of retaining the services of well qualified men. Several young men, formerly belonging to the College or the English School, are now employed in offices in Poona, at salaries ranging, I believe, from Rs. 40 to Rs. 100 per mensem.

47. I beg to forward copies of the paper questions, with specimens of the answering. I also annex tables, showing the number of marks obtained by each student.

WILLIAM DRAPER,

Professor of English Literature.

22nd January 1855.

48. The Reports given above are so different in character and tone, that I fear the Board will feel it difficult at first to believe that they respect the same classes; but I accept both as containing truth, and as presenting the views taken by their respective writers.

49. By taking both, and combining them, a correct view of the College is obtained. Mr. Fraser wrote of young men whom he had known for two years, whom he had attached to himself, and for whom he felt a great regard. Their good points are uppermost in his mind, and his report of them is consequently chiefly laudatory. I can confirm what he says to a great degree; for almost every student whom he has named as possessing merit, and being worthy of commendation, stands high in my opinion. I quite concur with him in the sentiment which

he has expressed, that some of the students are young men of whom high expectations may be justly entertained ; and of others I am, with him, persuaded that they will quit themselves, in any public situation in which they may hereafter be placed, in such a manner as to reflect honour on the College. And of the institution itself generally, I am convinced, that though at present it is far from what I hope it will eventually become, *it is* exercising a decided influence on the country, and furthering the cause of progress.

50. Mr. Draper, on the other hand, has reported on young men amongst who he had only recently come, and whose defects and blemishes struck him more than their good points. It may be, too, that he has a quicker eye for the former than for the latter. I quite admit (in some points *fully*, and in others with qualification) the existence of the blemishes he has pointed out. The English Composition of many of the students is decidedly inferior, and many failed to make a good appearance in Grammar. The former defect has existed all along, and has been repeatedly acknowledged to the Board ; but it is less than it was, and will, I hope, continue to decrease. The latter defect surprised me much at the examination, the more so as some of those who failed in Grammar were amongst the most intelligent, and were at the top of the class in other respects. This point shall receive particular attention ; and I trust that the next examination will show a good knowledge of Grammar.

51. With respect to the imperfect English of the students, on which Mr. Draper dwells, I would point out that more fluency in speaking English, and greater power of expressing ideas in it, should be looked for in Bombay, where the number of Europeans is so great, and where

Natives come so much in contact with them, than in Poona, where Europeans are few, and where Natives have few opportunities of intercourse with them. But students of English in Poona should possess as critical a knowledge of English as students in Bombay; and probably the students of the College will bear comparison *in this point* with Bombay students *of the same standing.*

52. Of the Senior Class of Literature Mr. Draper observes: "This class has made but a poor appearance for a senior College class"; but he adds immediately—"I should have been much surprised if it had done otherwise," and gives the reason, viz. that it was composed of Assistant Teachers, who had to give their chief attention to teaching, and who were themselves four hours under tuition. It seems clear, therefore, that this class should be considered as *a Class of Assistant Teachers, studying for their own improvement,* rather than as an ordinary College class; and their circumstances being considered, their appearance may not be deemed poor.

53. I earnestly requested Mr. Fraser to send me his Report on the Literature Classes before the examination of the College commenced, that it might serve as a guide in examining the class, but I did not receive it till long after the examination had closed. Had it reached me in time, the examination would have been more easy, and the discrepancy between the two Reports would in some respects have been less.

54. Of the books enumerated by Mr. Fraser (see paragraph 24) as the text-books of the Senior class, the greater part were brought by him to the class, and referred to as occasion required.

55. With regard to the Candidate Class, *i. e.* the highest class of the School division, of which Mr. Draper speaks so

disparagingly, I beg to point out that the greater part of the students composing it have got up to the top of the School division in about three years and a half, and therefore, though they may not be thought qualified to enter the College division, they should not be reported as having acquitted themselves very badly. I quite concur, however, with Mr. Draper in opinion, that they *are not* sufficiently advanced to be admitted now into the College division. They will accordingly remain in the School division during this year, coming an hour each day under each Professor; and I confidently expect that at the next examination they will be found fit for promotion. The students of this class are for the most part very intelligent and promising. At the beginning of the year the class had a very good Teacher, but he was promoted to the Mastership of the English School at Dharwar, and left the College. He was succeeded by an equally good Teacher, but he resigned, to qualify himself for a more lucrative situation. The third Assistant Teacher then became the first, and took the class; but though very intelligent, willing, and well conducted, he lacks tact in teaching. I purpose giving him* the Second Class, and putting this class under the Teacher of the Second, who has more acquaintance with English.

56. I do not at all concur with Mr. Draper in the disparaging view he gives of the Assistant Teachers of the School division, nor in his statement that the School in its present state is incapable of furnishing students for the College. The Assistant Teachers are not all *equally good*, but of the greater part of them I can say that I do not wish to change them for any that any Institution could supply.

* He has resigned, and has obtained a situation in an office.

They are very intelligent, and the majority are *quite efficient as Teachers of School classes.* All that is wanted is, that the students should be kept *longer in the School.* Their passage through it has hitherto been too rapid. For the Candidate Class, indeed, I should like to have a superior Teacher, but the salary of the Teachership is not sufficient to draw a highly qualified man, or to retain one raised and trained in the College. In my Report for 1851-52 (my first report after the amalgamation), I pointed out to the Board the insufficient salaries of the Assistant Teachers, and expressed my opinion, "that the lowest should not be lower than Rs. 10, and that thay should rise as high as Rs. 50 a month." They have been increased since then as funds became available, but they are yet far below what I wish them to be.

57. Mr. Draper points out the insufficient number of books in the College classes. It is an evil of which I admit the existence, but for which I do not see an easy remedy. The books are for the most part dear, and the students are, generally speaking, poor, with stipends of Rs. 5 or Rs. 6, barely sufficient to support them. If I were to require that every student should provide himself with a copy of every class-book, it would be felt to be a great hardship. I desire, however, to see the evil remedied as much as can be, and press on the students the importance of providing themselves with books.

58. On one point the opinions of Messrs. Fraser and Draper respecting the students are quite opposed to each other. Mr. Fraser says that nearly all seem to understand the true distinction between the School and the College, and act accordingly (see paragraph 21); while Mr. Draper represents them to be mere school-boys (see paragraphs 33, 45). There are students which answer to both

descriptions. *All*, I regret to say, are not students in the distinctive use of the word; nor are all, I am happy to state, glad to drop all thoughts of study when the class breaks up.

59. In concluding these remarks on the above Reports, in which I have endeavoured to present to the Board an exact view of the state of the Institution, I respectfully beg to observe, that in judging of the Poona College, it should be borne in mind, that though English occupies the greater part of the time of the majority of the students, both the Vernacular and Sanscrit have considerable time devoted to them.

60. While I regret the depreciating tone of Mr. Draper's Report, and especially that, without first inquiring how long the students of the Candidate Class had been in the School, he should have spoken of them in terms of so much disparagement, I beg to say, that it will give me great pleasure to see him labour earnestly, perseveringly, and judiciously, to raise the character of the Literature Classes of the College. All such efforts shall receive my cordial support and co-operation.

61. I subjoin now the Report of the Professor of Mathematics and Natural Philosophy, on his Classes in the past year. The Board will see that it is satisfactory. The students that left the College in the middle of the last session continued to attend their Mathematical Classes under Mr. McDougall till the end of it, and were present at the examination. This will account for the superior appearance made by the Mathematical Classes over the Classes of Literature. The Professor of Mathematics in the College is also the Head of the Engineer School.

REPORT ON THE CLASSES OF MATHEMATICS AND NATURAL PHILOSOPHY.

To Major CANDY,
Principal, Poona College.

SIR,

62. I have much pleasure in again submitting to you my annual report on the progress and studies of the students in the Mathematical and Natural Philosophy departments of the Poona College.

63. I mentioned in my last, that arrangements had been made, by which I could have the Assistant Teachers one hour a day under my immediate superintendence. I also stated the object which I had in view for wishing such arrangements to be brought about. I am glad to say, that I have in a large measure been successful. I hope I have taught the Assistant Teachers, that neither in Arithmetic nor Algebra are rules everything; that there is little if any satisfaction in imparting instruction in any of the above-mentioned subjects merely by a system of routine. I believe I have established the principles of the sciences referred to in the minds of the Teachers, both by reason and demonstration, and thus have taught them the proper position which rules ought to occupy.

64. We began with the principles of arithmetical notation, and gradually advanced in our investigations until we had completed a course of theoretical arithmetic. We then began our algebraical investigations, and brought them also, I hope, to a satisfactory termination. De-Morgan's Arithmetic and Algebra were our text-books.

65. Having some time remaining before the annual examinations came on, I thought it desirable to give the class an abridged course of Popular Physics, instead of a

course of Pure Mathematics, as I at one time intended. My reason for doing so was to enable the Teachers to explain with more correctness to their respective classes the allusions made in the various class-books to the different departments of science. The class evinced considerable interest in my illustrations of the mechanical powers. I dwelt for some time, also, upon the equilibrium of fluids—for example, on specific gravity, the siphon, the weight of air, and of course on the barometer, the air-pump, and the thermometer. I hope that in this department also the class has reaped considerable benefit.

JUNIOR CLASS.—*1st Year's Students.*

66. At the time that this class was admitted into the College, the students in it had, although a very correct, but a limited knowledge of Algebra. I therefore considered it my duty to give the class as extensive a knowledge of this most useful branch of science as our time would allow. I first turned the attention of the class to the investigation of the binomial theorem, with its applications to the development of series. We then considered very fully the exponential theorem, the theory of logarithms, summation of infinite series, &c.

67. The subject which next in order claimed our attention was Trigonometry, synthetically considered, with its application to the measurement of heights and distances; after which followed, in regular gradation, Analytical Trigonometry. While upon this branch of the course, the students investigated a great variety of new and interesting formulæ—spherical geometry, analytical spherical trigonometry, and conic sections. It may appear at first sight, that I might have undertaken one or two additional subjects with the class. Under ordinary

circumstances I certainly would have done so, but the class was so numerous (29), that I found it impossible to do anything like justice to the students in the way of examination, had I attempted to hurry more rapidly over the ground.

68. I have to express my entire satisfaction with the progress which the class as a whole has made. A few, it is true, do still lag behind, principally, however, from the difficulty which they have in giving expression to their ideas in English; but there are many very promising young men in the class. In fact, I can with confidence say, that eight or ten of the students whose progress I am reporting are among the finest analysts that I have anywhere met with.

SENIOR CLASS.—*2nd Year's Students.*

69. The progress of this class has been steady and uniform. At the commencement of last session, there were some branches of pure Mathematics still remaining to be considered, viz. the differential calculus to be completed, and the integral calculus to be commenced and completed. Both objects having been fully obtained, I commenced the class with the study of Natural Philosophy. A great portion of Young's Mechanics was carefully gone over. I did not, however, confine the attention of the class to our usual text-book. During the course of the session we frequently consulted Earnshaw's Statics, particularly the very interesting chapter on the theory of couples, and Jackson's Theoretical Mechanics. In Dynamics, when considering the doctrine of centripetal forces, frequent reference was made to the second section of Newton's Principia. The remaining portion of the session was profitably spent by the class having their attention turned

towards the science of Optics. The subjects of this branch of natural philosophy not being nearly exhausted at the termination of the session, they have been again resumed.

70. I have had much satisfaction with the progress and uniform good conduct of the students belonging to this class. In my last report, I mentioned that the then Senior Class were very poor, and therefore anxiously seeking for employment. We had not advanced far with our course when all of them, except one, obtained situations. The class, therefore, was broken. I, in consequence, had more time to bestow upon the Assistant Teachers.

71. I may mention here, that the students of my Senior Class, along with other two young men, had their attention directed towards Elementary Chemistry by Professor Fraser. At the request of the Principal, I drew up an examination paper for the class. The state of the marking will show the proficiency of each student in the class.

72. In conclusion, I beg leave to send specimens of answering in my Mathematical and Natural Philosophy Classes, and the state of the marking in all the classes over which I had control.

JAMES McDOUGALL,

Professor of Mathematics and Natural Philosophy.

Poona College, 16*th January* 1855.

73. The specimens of answering of the College Classes, and the lists showing the state of the marking, will be found in the Appendix.

RESULTS OF THE EXAMINATION.

School Division.

74. The following is a statement of the results of the examination of the School division in December :—

75. *Class XI.*

Teacher, KRISHNAJI HARI.

No. on the roll		32
Present	27	
Sick	1	
Absent	4	
		32

Studies.—McCulloch's First Reading Book.

Remarks by Examiners.—This class is one of beginners. The greater part seem very intelligent, and pronounce well. A few find it difficult to pronounce some words.

76. *Class X.*

Teacher, WISHWANATH KARMARKAR.

No. on the roll		30
Present	27	
Sick	1	
On leave	1	
Absent	1	
		30

Studies.—The First Reading Book, and 44 pages of the Second; the scholars can distinguish the Parts of Speech.

Remarks.—This is a nice class, and its condition shows that the Teacher has taken great pains. With two or three exceptions, all read well; they tell the meaning of words well; and they distinguish the parts of speech correctly.

77. *Class IX.*

Teacher NARAYAN JAGANNATH.

No. on the roll		21
Present	18	
Sick	2	
Absent	1	
		21

Studies.—First and Second Reading Books, and 60 pages of the Third; Reid's Grammar, to the end of Pronouns, in the large type.

Remarks.—This is a good class, and acquitted itself well. One or two at the bottom are inferior to the rest. The Teacher has evidently taken pains.

78. *Class VIII.*

Teacher, YADNESHWAR DADAJI.

No. on the roll		26
Present	24	
Sick	1	
On leave	1	
		26

Studies.—McCulloch's First, Second, and Third Reading Books, and 30 pages of the Series of Lessons; School Dialogues, the whole; Reid's Grammar, pages 30; Latin Roots, to the end of the letter C; Prefixes and Affixes, from the Series of Lessons. The boys of this class can parse a little.

Remarks.—The reading of this class is not good—all are inferior; their knowledge of the parts of speech and of roots is pretty good. The Teacher must take more pains.

79. *Class VII.*

Teacher, PURSHOTAM BHAT.

No. on the roll		15
Present	14	
Sick	1	
		15

Studies.—The Third Reading Book, and 80 pages of the Series of Lessons; Reid's Grammar, as far as the Rules of Syntax, pages 35; Affixes and Prefixes, and Roots as far as the letter L, out of Series of Lessons; Writing from Dictation. The boys can parse.

Remarks.—This class has not made so good an appearance as it should have made, considering the talents of the Teacher. He has not taken sufficient pains with his scholars. Their reading is inferior, their knowledge of grammar inferior, and their knowledge of roots only middling.

80. *Class VI.*

Teacher, BABA JOSHI.

No. on the roll		19
Present	17	
Sick	2	
		19

Studies.—The Series of Lessons, 140 pages; Reid's Grammar,

the whole; Prefixes and Affixes; Latin and Greek Roots, from the Series of Lessons; Parsing; Chambers' Geography, 10 pages; Writing from Dictation.

Remarks.—This class has some good readers, and some very bad ones. In grammar they did pretty well, and also in the roots. The writing from dictation of most was very correct.

81. *Class V.*

Teacher, PANDURANG BALAJI.

No. on the roll		32
Present	25	
Sick	4	
Absent	3	
		32

Studies.—The Series of Lessons, pages 135; Chambers' History of the British Empire, to the reign of Richard II.; Reid's Geography of the first Three Quarters; Latin and Greek Roots, in the Appendix to the Series of Lessons; Writing from Dictation.

Remarks.—This class, on the whole, reads well. The parsing is good; knowledge of roots fair; writing from dictation fair; geography middling. The state of the class is creditable to the Teacher, who has evidently taken pains.

82. *Class IV.*

Teacher, GOVIND JAGANNATH.

No. on the roll		21
Present	20	
Sick	1	
		21

Studies.—The Series of Lessons, 170 pages; Chambers' British Empire, as far as the reign of Richard III.; Reid's Geography; Introduction, and General Geography of Three Quarters, Asia, Europe, and Africa; Latin and Greek Roots, from the Series of Lessons, together with Prefixes and Affixes from the same; Writing from Dictation.

Remarks.—The reading of this class is good; their knowledge of history (as far as they have gone) is good; knowledge of roots good; geography fair; writing from dictation good. The state of the class is creditable to the Teacher.

83. *Class III.*

Teacher, VINAYAK BHIDE.

No. on the roll		40
Present	37	
Sick	1	
Absent	2	
		40

Studies.—The Course of Reading, 4 sections; Latin and Greek Roots, from the same; Chambers' British Empire, 60 pages; Reid's Geography, Four Quarters of the World; McCulloch's Grammar, as far as Etymology; Affixes and Prefixes from the same; Writing from Dictation.

Remarks.—In reading the class is unequal. It has some very good readers, and several poor ones. The knowledge of history displayed is very good; knowledge of roots very fair; grammar very fair; writing from dictation good. Altogether the state of the class is creditable to the Teacher.

84. *Class II.*

Teacher, ANNA SAHASRABUDHE.

No. on the roll		21
Present	21	

Studies.—The Course of Reading, the whole; Murray's History of British India, 5 chapters; Chambers' Biography, 42 pages; McCulloch's Grammar (Syntax finished); Reid's Geography of the Four Quarters, and of Hindustan; Latin and Greek Roots; Writing from Dictation.

Remarks.—This class did not make quite so good an appearance as it should have done. The reading is generally inferior; knowledge of history inferior; geography fair; grammar fair; writing from dictation very good of most. Correction of wrong sentences good.

85. *Class I. or Candidate Class.*

Teacher, ATMARAM PATKAR.

No. on the roll		29
Present	27	
On leave	1	
In mourning	1	
		29

Studies.—The Course of Reading ; Poetical Reader, No. IV, pages 25 ; Murray's India, 7 chapters, from the VI to the XII ; Reid's Rudiments of English Composition, pages 35 ; Connon's English Grammar, pages 39 ; Reid's Physical Geography, pages 14. The scholars write short Essays.

Remarks.—The reading of this class is inferior ; knowledge of meaning only middling ; knowledge of history fair ; grammar fair ; writing from dictation fair. The class is not considered sufficiently advanced to be admitted into the College division. The Teacher is intelligent and willing, but it is evident that he lacks tact in teaching.

ARITHMETICAL CLASSES.

86. *8th Class.*

Teacher, ANNA SAHASRABUDHE.

No. in class		16
Present	14	
Sick	1	
Absent	1	
		16

Studies.—Compound Division.

Remarks.—Examples very readily solved. This class well grounded, and very well taught.

87. *7th Class.*

Teacher, GOVIND JAGANNATH.

No. in class		16
Present	14	
Absent	2	
		16

Studies.—From Joyce's Arithmetic : Numeration, Addition, Subtraction, Multiplication, Division, Reduction, Compound Addition, Compound Subtraction, Compound Multiplication, and Compound Division ; Rule of Three, direct and inverse ; Double Rule of Three ; Fractions as far as Division.

Remarks.—This class on the whole very equal. Two or three at the bottom might be more profitably employed in the next lower class. The Teacher evidently has bestowed much attention on his class.

88. *6th Class.*

Teacher, NARAYAN JAGANNATH.

No. in class		27
Present	22	
Sick	3	
Absent	2	
		27

Studies.—From Joyce's Arithmetic: the Rule of Three; the Double Rule of Three; Vulgar Fractions; Decimal Fractions; Involution.

Remarks.—This class contains a number of intelligent boys, who do their work very cleverly. The Teacher deserves credit for the evident pains which he has taken with his pupils.

89. *5th Class.*

Teacher, YADNESHWAR DADAJI.

No. in class		20
Present	17	
Mourning	1	
Sick	1	
Absent	1	
		20

Studies.—From Joyce's Arithmetic: Vulgar Fractions, the whole; Decimal Fractions, the whole; Evolution; Profit and Loss; Partnership without Time, and Partnership with Time; Simple Interest; Compound Interest. From Young's Algebra: Simple Addition, Subtraction; Multiplication; and Division.

Remarks.—This class unequal. Some intelligent men at the top. The class on the whole made a respectable appearance. Teacher diligent.

90. *4th Class.*

Teacher, ATMARAM PATKAR.

No. in class		13
Present	12	
Sick	1	
		13

Studies.—Arithmetic: Practice; Tare and Tret; Partnership; Simple Interest; Discount; Equation of Payments; Compound Interest; Profit and Loss; Vulgar Fractions—Reduction,

Addition, Subtraction, Multiplication, Division, and Proportion of Fractions; Decimal Fractions—Addition, Subtraction, Multiplication, Division, and Proportion of Decimals; Extraction of the Square and Cube Roots; Duodecimal, or Cross Multiplication; Mensuration and Miscellaneous Questions; Algebra—Addition, Subtraction, Multiplication, and Division; Algebraic Fractions—Addition, Subtraction, Multiplication, and Division; Involution and Evolution; Simple Equations of one, two, and three unknown quantities, with extra examples from Chambers.

Remarks.—This is a much better class than appears at first sight; their knowledge in much greater than they can express. Their great deficiency in English is much against them.

91. *3rd Class.*

Teacher, VINAYAK BHIDE.

No. in class		15
Present	13	
Mourning	1	
Absent	1	
		15

Studies.—Chambers' Algebra: Simple Equations containing one, two, and three unknown quantities, and questions producing Simple Equations involving one and two unknown quantities.

Remarks.—This class is in capital order; they therefore do their work both quietly and well. The Teacher, although not of long standing, seems to understand his business. He possesses both energy and firmness.

92. *2nd Class.*

Teacher, PURSHOTAM BHAT.

No. in class		20
Present	18	
Sick	2	
		20

Studies.—Young's Algebra, as far as Simple Equations of three unknown quantities; Euclid's Geometry, the whole of the six books.

Remarks.—A good many very promising young men in this class. Their great want of English prevents them from giving

expression to anything like the knowledge of geometry and algebra which they are really possessed of.

93. *1st, or Candidate Class.*

Teacher, PANDURANG BALAJEE.

No. in class		21
Present	18	
Sick	2	
Absent	1	
		21

Studies.—Algebra, as far as Quadratic Equations; Geometry, the first six books of Euclid.

Remarks.—This class contains a good many really clever young men. The class, as a whole, is considerably above an average. The failure of any one was more owing to an imperfect knowledge of English, than to any want of mathematical knowledge. The Teacher has evidently discharged his duty very faithfully.

III.—VERNACULAR DEPARTMENT.

94. I am happy to say that this department is in a satisfactory state. The Normal students have proved good Teachers under the superintendence of Assistant Professors Krishna Shástrí and Keru Lakshman, and of Vishnu Punt, the Master of the Vernacular department.

95. Krishna Shástrí Chiplonkar has been confirmed in his appointment of Assistant Professor of Vernacular Literature since my last Report.

96. The book of "Extracts from Maráthí Poets," which was in the press at the date of my last Report, has left it, and is now in use.

97. I subjoin entire the Reports on this department made to me by Assistant Professors Krishna Shástrí and Keru Lakshman. As they are full, they preclude the necessity of further observations here from me:—

Report on the Vernacular Department, by Assistant Professor Krishna Shastri.

98. This department, as was stated in my last report, consists of several divisions; the first division consists of the Translation classes, the second of purely Vernacular classes, composed of boys from the English department; the third consists, again, of Vernacular classes composed of students from the Sanscrit department; and the fourth and the fifth comprise the Arithmetical and Mathematical classes of junior students, from the English department, and the students of the Sanscrit department.

99. The principles which have been adopted in arranging these classes in different divisions, and the subjects of study in the same, to increase and keep up efficiency of instruction in the Vernacular, and at the same time to avoid an injurious multiplicity of studies, have been already explained in my last report. One or two things of importance, however, introduced into this department during the session, deserve particular mention in this report.

100. We have six classes in the Translation division, and nine in the Vernacular division, to be instructed, while there are only three Teachers for the Translation classes, and five for the Vernacular ones, two Translation Exhibitions having been vacant during almost the whole of the session. To supply this deficiency, it was thought proper to send regularly some of the senior students from the Normal department to teach the lower classes in those divisions. Beside this consideration of convenience, there was another, that has led to the adoption of this arrangement. The Normal students, in addition to the instruction they receive in different branches, require some practice and experience in the art of teaching, to make them efficient School-

masters; and it is with the view of affording them the opportunity of acquiring those essential requisites in a competent teacher, that they are required to give one or two hours to regular teaching. The result of the experiment is satisfactory. The classes taught by the Normal students have acquitted themselves, as will appear from the sequel, to the satisfaction of the examiners, and to the credit of themselves and their Teachers.

101. The Translation classes, as has been stated above, are six in number. The first class, which is the same with the Freshmen Class in the College division of the English department, is under my own tuition, while the second and the third are taught by the Exhibitioners, and the remaining three by Normal men. I have read with my class the whole of Clift's Political Economy, from the sixth chapter, and revised the first five ones. I did not confine myself to teaching the translation of the book, but tried to explain to the students the principles of the science at some length. The pupils could not give that degree of attention and amount of time which are required for the thorough comprehension of the subject, on account of the various studies which they are required to attend to. They made, however, a good figure at the examination. The classes under the tuition of the Translation Exhibitioners did not, perhaps, come off so well as may be expected from them; but this somewhat unfavourable result is to be attributed to the circumstance that the book read in those classes was rather difficult of translation, on account of its complicated style. The book was chosen only because it was read as a class-book by the boys in their respective classes in English. The classes taught by the Normal men did very well on the whole.

102. In the purely Vernacular division there are nine

classes. They are taught by the two Translation Exhibitioners, the Vernacular Master, the Assistant Master, and some senior Normal men. I have not taught any Vernacular class during the last session. During the time those classes are assembled, I take a Sanscrit class, composed of some of the Assistant Teachers, and some young men who attend the College only one or two hours in the morning. Into the Vernacular division we have introduced five new works, namely, the Life of Cyrus, the Life of Socrates, the Life of Captain Cook, Popular Stories of Elephants, and Alankár Wiwek.

103. It is due here to give our sincere thanks to the Dakshiná Prize Committee for the present of upwards of one hundred copies altogether of different works published under its auspices. These copies are lent to poor students, who cannot buy any for their own use on account of their poverty. We expect some two or three very valuable works from that Committee in the course of a year or so.

104. The progress of the different classes, and the state of the department itself in general, I hope, will be found satisfactory, and of an encouraging nature, from the detailed statement of the result of the last examination given in the sequel.

KRISHNA SHASTRI CHIPLONKAR,
Assistant Professor of Vernacular Literature.

REPORT OF THE STUDIES AND PROGRESS OF THE VERNACULAR MATHEMATICAL DEPARTMENT OF THE POONA COLLEGE, IN 1854.

105. The classes under my superintendence during the last year were nearly the same as those of the preceding year, viz :—

I. Four classes, Arithmetical and Mathematical, of students from the English department.

II. Three classes, Arithmetical and Mathematical, of students from the Sanscrit department.

III. Two classes of Popular Physics.

IV. Two classes of Nagdí and Mulkí.

106. The Arithmetical and Mathematical Classes of students from the English department were taught by Vishnu Pant, the head Vernacular Master, and by three students from the Normal department, from 6 to 7 A. M. every day. The classes from the Sanscrit department were taught by Vishnu Pant, the head Vernacular Master, and two Assistant Teachers from the School division of the English department, between 3 and 4 P. M. every day. The two Nagdí Mulkí Classes were taught by Vishnu Pant, the head Vernacular Master, and Vináyak Pant, the Assistant Vernacular Master, between 5 and 6 P. M. every day. The two Classes on Popular Physics received lectures from me, alternately for some time, and daily afterwards, between 7 and 8 A. M. each day.

107. The progress and studies of these several classes will be seen from the programme of the annual examination held in December 1854, and from the results of their examination.

KERU LAKSHMAN CHHATRE,

Assist. Prof. of Natural Philosophy in the Vernacular.

108. The following is a statement of the result of the examination of the Vernacular department:—

TRANSLATION CLASSES.

STUDENTS FROM THE ENGLISH DEPARTMENT.

109. *6th Class.*

Teacher, KRISHNAJI GORBOLE.

No. on the roll..... 32

Present	20	
Sick	4	
Absent	8	
		32

Studies.—The whole of McCulloch's Third Reading.

Remarks.—The class, with two or three exceptions, did very well. The Teacher has evidently taken great pains.

110. *5th Class.*

Teacher, KASHINATH THATHE.

No. on the roll		25
Present	14	
Sick	3	
Absent	8	
		25

Studies.—The first 100 pages of the Series of Lessons.

Remarks.—This class did well, and reflects credit on the Teacher.

111. *4th Class.*

Teacher, NARAYAN DEODHAR.

No. on the roll		27
Present	22	
Sick	2	
On leave	1	
Absent	2	
		27

Studies.—Series of Lessons, from 100 to 200 pages.

Remarks.—This class contains a few good scholars, but, as a whole, it does not do so well as the class below it. The Teacher is very intelligent, and will doubtless improve it. Some of the best scholars of this class were lately transferred.

112. *3rd Class.*

Teacher, BHAU SHASTRI PAITKAR.

No. on the roll		24
Present	21	
Sick	1	
Absent on account of mourning	2	
		24

Studies.—The first 150 pages of the Course of Reading.

Remarks.—This class is not very equal. Some did pretty well, but others in an inferior way. Under its intelligent Teacher the class will doubtless soon improve.

113. *2nd Class.*

Teacher, NARSINH SHASTRI OK.

No. on the roll		30
Present	29	
Absent	1	
		30

Studies.—Four sections of McCulloch's Course of Reading.

Remarks.—There are some very intelligent students in this class. Both this class and the former have done pretty well, considering the great difficulty of the subject.

114. *1st Class.*

Teacher, Assistant Professor KRISHNA SHASTRI CHIPLONKAR.

No. on the roll		18
Present	15	
Sick	3	
		18

Studies.—The whole of Clift's Political Economy, from the 1st chapter.

Remarks.—This is a very intelligent class, and the students acquitted themselves well. The Assistant Professor has evidently taken pains with them.

LITERATURE CLASSES.

STUDENTS FROM THE ENGLISH DEPARTMENT.

115. *9th Class.*

Teacher, NARAYAN DEODHAR.

No. on the roll		29
Present	26	
On leave	2	
Absent	1	
		29

Studies.—Popular Stories of Elephants; a little Parsing and Dictation.

Remarks.—This class has some good readers, and some

inferior ones. Their parsing pretty good, and their knowledge of meaning pretty good.

116. *8th Class.*

Teacher, Bhikam Bhat.

No. on the roll		36
Present	30	
Sick	4	
Absent	2	
		36

Studies.—Popular Stories of Elephants; a little Parsing; Dictation; and Bál Vyákaran.

Remarks.—One or two students of this class must go into the lower class. The rest read very well. Their knowledge of meaning is good; their parsing good, and writing from dictation good. The state of the class is very creditable to the Teacher.

117. *7th Class.*

Teacher, Krishna Datar.

No. on the roll		16
Present	15	
Absent	1	
		16

Studies.—Life of Captain Cook; some pages of the Catechism of the History of the Maráthás; a little Parsing and Dictation.

Remarks.—The reading of this class is good; parsing fair; apprehension of meaning fair; writing from dictation fair; knowledge of Maráthá History good. The state of the class is respectable.

118. *6th Class.*

Teacher, Sakharam Phadke.

No. on the roll		26
Present	24	
Sick	2	
		26

Studies.—Esop's Fables; Life of Cyrus, 105 pages; Parsing; Dictation.

Remarks.—This is a pretty good class. Reading good; grammar fair; writing from dictation pretty good.

119. *5th Class.*

Teacher, SAKHARAM BHAGWAT.

No. on the roll		26
Present	22	
Sick	3	
Absent	1	
		26

Studies.—Life of Socrates; Parsing; Dictation; Catechism of the History of the Maráthás, as far as the Administration of Mahádhow Row II.

Remarks.—The reading of this class is, generally speaking, good; the apprehension of meaning good; grammar fair; Catechism of Maráthá History fair; writing from dictation very good.

120. *4th Class.*

Teacher, VINU TOPI.

No. on the roll		17
Present	13	
Sick	3	
Absent	1	
		17

Studies.—Life of Cyrus, the whole; Parsing; Dictation; Catechism of the History of the Maráthás, as far as the Administration of Mahádhow Row II.

Remarks.—The reading of this class, with one or two exceptions, is very good; their knowledge of the Catechism of the History of the Maráthás is good; writing from dictation fair.

121. *3rd Class.*

Teacher, VINAYAK PANT GOKHLE.

No. on the roll		31
Present	25	
On leave	2	
Sick	3	
Absent	1	
		31

Studies.—History of the Maráthás, Vol. I. 8 chapters; Parsing; and correct Writing.

Remarks.—The reading of this class is very good, and their

knowledge of meaning good; writing from dictation of most very good; grammar good. The class is a respectable one.

122. *2nd Class.*

Teacher, KRISHNAJI GORBOLE.

No. on the roll		24
Present	20	
Sick	3	
Absent	1	
		24

Studies.—The first 9 chapters of the History of the Maráthás, Vol. I.; Dadoba's Grammar, from the inflections of Nouns to Pronouns, and the Chapter on Verbs as far as Defective Verbs; Principles of Punctuation, by Major Candy. Parsing; and correct Writing.

Remarks.—The reading of this class, with a few exceptions, is very good; apprehension of meaning good; grammar fair; writing from dictation of most very good; knowledge of history fair. The class is a good one, with the exception of one or two students.

123. *1st Class.*

Teacher, NARSINH SHASTRI OK.

No on the roll		28
Present	23	
Sick	3	
On leave	2	
		28

Studies.—History of British India, 10 chapters; Readings from Dadoba's Grammar; Parsing; Dictation; Correcting wrong Sentences; Alankár Viveka, first 40 pages.

Remarks.—The reading of this class is very good, with a few exceptions; grammar good; history good; dictation very good. It is a good class. The Teacher has evidently taken pains.

ARITHMETICAL, MATHEMATICAL, AND GEOGRAPHICAL CLASSES.

JUNIOR STUDENTS FROM THE ENGLISH DEPARTMENT.

124. *4th Class.*

Teacher, SADASHIW SAHASRABUDHE.

No. on the roll	38

Present	26	
On leave	2	
Sick	3	
Absent	7	
		38

Studies.—Arithmetic, as far as the Rule of Three; and General Geography of Asia.

Remarks.—The progress of this class is fair, as regards both arithmetic and geography.

125. *3rd Class.*

Teacher, SAKHARAM PHADKE.

No. on the roll		32
Present	28	
Sick	1	
Absent	3	
		32

Studies.—Integral Arithmetic, the whole; and General Geography of Asia.

Remarks.—This class has done well.

126. *2nd Class.*

Teacher, BHIKAJI ANANT.

No. on the roll		30
Present	25	
Sick	3	
Absent	2	
		30

Studies.—Fractional Arithmetic, as far as Arithmetical Progression; Maps of Asia, and Europe, according to Bál Shástrí's Primer.

Remarks.—State of the class fair.

127. *1st Class.*

Teacher, VISHNU PANT TAMHANKAR.

No. on the roll		32
Present	28	
Absent	4	
		32

Studies.—Three Books of Euclid; Algebra as far as Simple Equations; General Geography of the Four Quarters of the Globe.

Remarks.—This is a good class; arithmetic good; geography fair.

CLASSES FROM THE SANSCRIT DEPARTMENT.

128. *2nd Class.*

Teacher, VISHNU PANT TAMHANKAR.

No. on the roll..... 33
Present 33

Studies.—Esop's Fables; Bál Vyákaran; Catechism of the History of the Maráthás; Map of Asia; and a little Dictation.

Remarks.—This class, with a few students excepted, is an inferior one; reading indifferent, and geography indifferent. Their attendance is unwilling and irregular.

129. *1st Class.*

Teacher, VISHNU PANT TAMHANKAR.

No. on the roll..... 14
Present 12
Sick 1
On leave 1
—— 14

Studies.—Village Book, 22 pages; Regulation XII. of the Bombay Code; Physical Geography, two parts.

Remarks.—This is an intelligent class of Sanscrit students. They have some knowledge of Regulation XII. Their knowledge of the two books of physical geography is fair, as is also their knowledge of Nagdí Mulkí.

ARITHMETICAL CLASSES OF SANSCRIT STUDENTS.

130. *3rd Class.*

Teacher, BABA JOSHI.

No. on the roll 24
Present 22
Absent 2
—— 24

Studies.—Arithmetic, as far as Division.

Remarks.—There are a few intelligent students in this class. The rest made but a bad appearance.

131. *2nd Class.*

Teacher, WISHWANATH KARMARKAR.

No. on the roll..... 9
Present 9

Studies.—The whole of Integral Arithmetic; and Vulgar Fractions as far as the first eight problems.

Remarks.—Most of this class acquitted themselves fairly.

132. *1st Class.*

Teacher, VINAYAK PANT.

No. on the roll		14
Present	13	
Sick	1	
		14

Studies.—Surds Eight Problems; Simple Equations, and 60 propositions from Hutton.

Remarks.—In this class only three or four answered well. The rest are inferior.

VERNACULAR CLASSES OF NATURAL PHILOSOPHY.

STUDENTS OF THE ENGLISH DEPARTMENT.

133. *2nd Class.*

Teacher, Assistant Professor KERU LAKSHMAN.

No. on the roll	4
Present	4

Studies.—Elementary Chemistry, by Fownes.

Remarks.—The answers of the class are good.

134. *1st Class.*

Teacher, Assistant Professor KERU LAKSHMAN.

No. on the roll		21
Present	11	
Sick	3	
On leave	2	
Absent	5	
		21

Studies.—Chambers' Natural Philosophy: Matter and Motion.

Remarks.—The answers of this class have been good.

CLASSES OF NAGDI MULKI, OR BOOK-KEEPING.

135. *2nd Class.*

Teacher, VINAYAK PANT GOKHLE.

No. on the roll	9
Present	9

Studies.—Village Book, the second and third forms.

Remarks.—The answers given were fair.

136. *1st Class.*

Teacher, VISHNU PANT TAMHANKAR.

No. on the roll		13
Present	11	
Absent	2	
		13

Studies.—Village Book, the whole; and Táluká Book, 15 pages.

Remarks.—The upper half of this class answered well; the lower half is inferior.

IV.—NORMAL DEPARTMENT.

137. This important department, I am happy to say, is in an efficient state. Both teachers and students are animated with a right spirit.

138. Twelve Normal students received appointments in the course of 1854: one as Teacher to the sons of the Desáí of Sáwunt Wádí, and eleven as Schoolmasters. Of these 9 have gone to Schools in the 1st Division, and two to Schools in the 3rd Division. Besides the 12 that have received appointments, two have resigned, one on account of continued sickness, and one to join the Engineering School, for the studies of which he had considerable aptness. A list of the students who have left will be found in the Appendix.

139. In June last, 10 additional Normal Scholarships were founded, making the total number 30, instead of 20, the original number. The additional scholarships are to be paid from the General Fund, till the funds of the Poona College can defray the charge.

140. The following are the Reports of the Assistant Professors on this department:—

REPORT BY ASSISTANT PROFESSOR KRISHNA SHASTRI CHIPLONKAR.

141. In this department there were 18 pupils at the end of the last session. Out of these 18, 1 has resigned his scholarship, in consequence of a lingering and extreme illness, and during the course of the year 12 more were sent at different times to different places; some as Head Masters, some as Assistant Masters, and one as a Tutor to a Native Chief. Besides these vacancies, there were 10 more, in consequence of the order of the Board, desiring to increase the total number of the stipendiary students in the department from 20 to 30. These vacancies were filled from different sources: some men were taken from the higher classes of the English department; some from the Sanscrit department, on account of their acquirements in that language; and some from the Vernacular Schools, both in the city and in the districts, on account of their respectable acquaintance with Mathematics, Maráthí Grammar, common History, &c. Before obtaining a scholarship, the candidate was required to undergo an examination before the Principal, and attention was always given to his intelligence and diligence, and his general standing in the class from which he was taken. I think we have reason to flatter ourselves, that our choice is generally successful.

142. All the 30 students are arranged in different classes for their different studies, according to their acquirements. The boy who learns English in the 1st Class oftentimes studies Mathematics in the 2nd or 3rd Class, and so forth. For English studies, the department is divided into three classes. The 1st I have taken under my own

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management, and the other two are taught by the Translation Exhibitioners.

143. The 1st Class underwent a good many changes during the session. A good many students were sent out at different times, and a good many have been admitted into the class. The class at the end of the session contained scarcely half the number of the old pupils. The students who were received into the class from time to time were obliged to go on with the subjects taught in the class. The class, in consequence, may be considered somewhat unequal. The undesirable effects of this inequality have been mitigated in a considerable degree by devoting some time of the class before the examination to the revision of the subjects taught during the year. At the time of the revision, each student was desired to read carefully a certain portion, and mark the difficulties, which, when asked, I endeavoured to explain in the class.

144. I have read with my class seven chapters of Clift's Political Economy, the History of the British Empire as far as the end of the reign of Charles II., and a hundred pages of Chambers' Exemplary Biography. Besides this, the students were required to write once a week from dictation. I stated in the last report the considerations that led me to choose the Biography as a class-book. Political Economy was selected on the consideration that the old students in the class were already pretty well acquainted with the leading principles of that science, through my lectures on it delivered in the Vernacular last year, while the new ones were learning the same subject this year in Maráthí. In teaching Biography, I always endeavoured, as far as it lay in my power, to make the pupils understand the spirit, and feel the importance of what they read. In Political Economy, their attention

was particularly directed to general principles, and to the connected view of the subject. In History, they were required to remember the important events of the different periods, and to understand the connection that often exists between them.

145. The 2nd Class has also experienced many changes during the last year. The boys have read with Narsinh Shástrí the first four sections of the Elementary Course of Reading, except the poetical pieces, and the first three chapters of Marshman's History of India. They have also learned several Latin and Greek Roots, and their derivatives, and used to write often from dictation. I have great pleasure to state here that Vishnu Pant Támhankar, the Head Master in the Vernacular department, used to join this class regularly during the whole session. Though of a pretty advanced age, he evinces a laudable desire of increasing his knowledge, and keeping up with the spirit of the times.

146. The 3rd Class comprehends all the students recently admitted into the department. The class was formed in the month of July. The students have learned the First and Second Reading Books of McCulloch, and the first section of the Third Reading Book.

147. *Grammar.*—The Class of Grammar was formed of all the old students. It is under my tuition. I have read with them the chapters on "Verbs" from Dádobá's Grammar. I did not confine myself to the text-book, but tried to explain to the pupils many of the general principles of universal grammar; and occasionally we were employed in examining the points of grammar in which the English, Sanscrit, and Maráthí languages resemble and differ from each other.

148. *Political Economy.*—All the pupils who were

admitted during last year were formed into a class for Political Economy. As students were admitted at different times, the class is rather unequal. To this class I have delivered several lectures on Political Economy. My lectures comprehended the definition of wealth, its nature, and its importance to individual man, and to society in general; its three principal causes,—labour, natural agents, capital,—and the nature and division of each.

149. *History, Geography, Book-keeping, &c.*—These subjects are taught by Vishnu Pant Támhankar, in whose class all students attend one hour every day. This class has learned the first hundred pages of the Introduction to the History of India by Bál Gangádhar Shastrí, and the first three chapters of Sulivan's Geography generalized, translated by Mahádeo Shástrí Puránik, formerly a Translation Exhibitioner in the College.

150. How the students have acquitted themselves, and how much progress they have made, will be easily and clearly ascertained by a reference to the table of marks which each pupil has received in his various examinations. The table will be found in the sequel.

KRISHNA SHASTRI CHIPLONKAR,
Assistant Professor of Vernacular Literature.

REPORT BY ASSISTANT PROFESSOR KERU LAKSHMAN CHHATRE.

151. The call on the students of the Normal department to fill Schoolmasterships in the districts by Mahádeo Govind Shástrí, Esq., Superintendent of Vernacular Schools 1st Division, has been so great, that out of the 18 Normal students at the beginning of the year, only 6 now remain with us. The salaries, as well as the places of their destination, are given in a list appended to this report.

152. The Board have now increased the Normal department from 20 to 30 paid students. There are also at present 8 candidates. At the end of the year 1854, the Normal department consisted of 27 paid, and 8 unpaid students, making in the whole 35.

153. In consequence of nearly the whole of our old students giving place to new ones, with an addition of 10 additional students, as per Board's order, and some candidates, the whole of the Normal department was as if renewed again. In this gathering there were some from the Sanscrit department, some from Vernacular Schools, either in the city of Poona or outstations, and some from the English department. One class could not be formed of all of these together, so that all of them might begin their Normal studies at the same time in the same branch. I was obliged to divide them into four Mathematical classes, viz :—

1st Class.

154. This class now consists of only one student, his colleagues having been appointed Schoolmasters in the districts. He attended me from 5 to 6 P. M. every day. His studies during the last year were Differentiation of Implicit Functions, &c. ; Analytical Geometry of rectangular and polar co-ordinates; Analytical Equations of some important curves, tangents to curves; differentials of the areas and lengths of curves, of the surfaces and volumes of solids of revolution; spirals; singular points in the curves, multiple points, cusps; curvature and osculating curves; envelopes to curves; caustics; LaGrange's Theorem; and six chapters of Integral Calculus, comprising simple integration, integration of rational fractions, irrational, logarithmic, exponential, and circular functions, determination of the areas of curves, lengths of curves, volumes of

solids, and surfaces of solids by integration. This student, though well up, fell sick just before the examination, so that he could not be examined.

2nd Class.

155. Like the 1st, the 2nd Class has been also much decreased by the appointments of students to outstations. There are now only four left in this class. During the preceding session, this class, having revised Differential Calculus, which they learned under Vináyak Pant, went over Conic Sections, from Rutherford's edition of Hutton's Mathematics; Mensuration of Planes and Solids; and Analytical Geometry from Hall's Differential Calculus, comprising the following subjects, viz. analytical expressions for rectangular co-ordinates; equations of most important curves; equations to tangents to curves; spirals; differentials of the areas and lengths of curves; and of the surfaces and volumes of solids of revolutions.

156. In Astronomy, these two classes were joined into one, and received lectures twice every week. The theory of the elliptic motion of the earth and planets has been explained to them.

157. The remaining 29 students, namely 21 paid and 8 candidates, having to begin their instructions as Normal scholars, were divided into two classes. The students that came from the English department having finished one or two books of Euclid, it was thought proper to form them into one class, and go on with Euclid; they also revised Algebra. The other students, coming from the Vernacular Schools, knew Hutton's Geometry as far as the 60th proposition. They were therefore formed into another class, and revised Algebra and Geometry, and finished Hutton's Geometry.

158. These two classes were joined into one three times every week, for lectures on Popular Physics. Instructions on the general properties of bodies and laws of motion were given to them this year.

159. All the students were also collected together once every week, on Saturday, for instruction in Physical Geography; the work read was Mahádeo Shástrí Puránik's Translation of Sulivan. At the examination in December, they were examined in the first three chapters.

160. Vishnu Pant Támhankar, the Head Vernacular Teacher, also took them once every week for Nagdí Mulkí.

KERU LAKSHMAN CHHATRE,

Assist. Prof. of Natural Philosophy in the Vernacular.

161. The following is the result of the examination of the Normal classes in English:—

162. *3rd Class.*

Teacher, BHAU SHASTRI PAITKAR.

No. on the roll		15
Present	14	
Sick	1	
		15

Studies.—McCulloch's First and Second Books, and the first part of the Third Reading Book.

Remarks.—This class did very well. The reading of the greater part is clear and distinct, and the apprehension of meaning good. The Teacher has taken pains, and the pupils have been diligent.

163. *2nd Class.*

Teacher, NARSINH SHASTRI OK.

No. on the roll		8
Present	7	
Absent	1	
		8

Studies—Four sections of the Elementary Course of Reading, excepting the Poetical Pieces; the first three chapters of Marshman's India; some Roots; Dictation; and Parsing.

Remarks.—This class also did pretty well. There are one or two inferior readers at the bottom, and the pronunciation of some is not good, but it is better than it was. The Teacher has taken pains.

164. *1st Class.*

Teacher, Assistant Professor KRISHNA SHASTRI.

No. on the roll..... 13
Present..... 13

Studies.—Chambers' Exemplary Biography, from page 110 to 210; Clift's Political Economy, first seven chapters; Chambers' British Empire, till the accession of James II.; Dictation.

Remarks.—The reading of this class is good; the apprehension of meaning good; the knowledge of history good; writing from dictation good; knowledge of the principles of political economy fair.

165. A table of the marks gained by the Normal students in their different studies will be found in the Appendix.

V.—SANSCRIT DEPARTMENT.

166. Some of the observations which I made on this department in my last Report are equally applicable now, but I need not repeat them here. The state of the department has rather improved than gone further back.

167. The number of students of the purely Sanscrit department at the time of examination was:—

Stipendiary	10	
Non-stipendiary	114	
		124

Which are thus distributed in the four branches, viz:—

Alankár and Kávya	47	
Nyáya	12	
Vyákaran	38	
Dharm	27	
		124

168. The junior students in every branch, as stated before, study the Rupávalí, &c. in it.

169. The examination of the classes taught in the purely Sanscrit department was conducted by the Committee of Pandits appointed for the purpose. The examination of the classes of Sanscrit taught in the Normal and English departments was conducted by Assistant Professor Krishna Shástrí Chiplonkar and myself.

170. Of the 124 students mentioned above, only 96 were examined; 28 were absent on different accounts. There were also 14 students of the English and Normal departments who had studied in the Sanscrit department, and were examined with the 96. The following is the result of the examination of the 110 students:—

Result in the particular Shástra studied.

Branches.	Excellent. 1.	Excellent. 2.	Excellent. 3.	Middling. 1.	Middling. 2.	Middling. 3.	Inferior.	Total.
Alankár and Kávya....	6	7	8	11	8	2	..	= 42
Nyáya	2	1	3	1	1	..	..	= 8
Vyákaran....	7	7	4	9	3	1	..	= 31
Dharm	2	5	3	12	7	..	..	= 29
								—110

Result in Wyutpattí.

Branches.	Excellent. 1.	Excellent. 2.	Excellent. 3.	Middling. 1.	Middling. 2.	Middling. 3.	Inferior.	Total.
Alankár and Kávya. .	4	6	7	6	1	3	15	= 42
Nyáya..	2	1	..	..	2	1	2	= 8
Vyákaran.....	1	7	3	6	3	..	11	= 31
Dharm	..	4	3	4	..	..	18	= 29

171. The senior students of this department were required to write essays in Sanscrit before the Committee.

The subject I gave was Female Education. Some of them are creditable to the writers, especially that of Rangácharya, which I give in the Appendix.

172. The following is the result of the examination of the Sanscrit classes in the Normal and English departments:—

173. *1st (highest) Class.*

(Class of Assistant Teachers.)

Teacher, Assistant Professor KRISHNA SHASTRI CHIPLONKAR.

No. on the roll 8
Present 7
On leave 1
—— 8

Studies.—The 5th and 6th Sargs of Raghu Wansh.

Remarks.—This class contains some very intelligent young men, who are making good progress. One or two are indifferent.

174. *2nd Class.*

(Class of Normal Students.)

Teacher, NARAYAN SHASTRI ABHYANKAR.

No. on the roll 15
Present 13
Sick 2
—— 15

Studies.—Rupávalí; and 25 pages of 1st Reader.

Remarks.—This class did pretty well.

175. *3rd Class.*

(Class of Normal Students.)

Teacher, GOPAL SHASTRI GOKHLE.

No. on the roll 9
Present 9

Studies.—Second Sanscrit Reader, 60 pages.

Remarks.—This class did well.

176. *4th Class.*

(Students of the English College Division.)

Teacher, NARAYAN SHASTRI ABHYANKAR.

No. on the roll 5

Present 4
Absent 1
—— 5

Studies.—Second Sanscrit Reader, 60 pages.

Remarks.—Two students did well; the rest made a poor appearance.

177. *5th Class.*

(Students of the English College Division.)

Teacher, KRISHNA SHASTRI WAIJAPURKAR.

No. on the roll 5
Present 3
Sick 2
—— 5

Studies.—First Sanscrit Reader, one half; and 50 pages of the Second Sanscrit Reader.

Remarks.—These students did pretty well.

178. *6th Class.*

(Students of the English School Candidate Class.)

Teacher—GOPAL SHASTRI GOKHLE.

No. on the roll 4
Present 4

Studies.—First Sanscrit Reader; 25 Shloks of the first Sarg of Raghu, and some miscellaneous Shloks.

Remarks.—This class has done well.

179. *7th Class.*

(Students of the English School Candidate Class.)

Teacher, GOPAL SHASTRI GOKHLE.

No. on the roll 8
Present 7
Sick 1
—— 8

Studies.—Second Sanscrit Reader, 50 pages; 15 Shloks of of the 4th Sarg of Raghu; 30 miscellaneous Shloks.

Remarks.—This class has done well.

180. *8th Class.*

(Students of English School Classes.)

Teacher, KRISHNA SHASTRI WAIJAPURKAR.

No. on the roll 8

Present	7
Sick	1
	8

Studies.—First Sanscrit Reader, one half; Second Sanscrit Reader, 50 pages.

Remarks.—The class has done pretty well.

VI.—DEPARTMENT OF TRANSLATION.

181. This department has been weak throughout the year. At the beginning of 1854, there were two Translation Exhibitioners, but only one was effective. The other was acting Master of the School at Kurrachee, in which appointment he has since been confirmed. In March an examination of competitors was held, when Bháu Shástrí Paitkar gained an exhibition. He will prove, I hope, an efficient Translator. In June, another examination was held, when Bálkrishna Sakhárám Moné, the head Assistant Teacher of the School division of the English department, who had been diligently studying Sanscrit, gained an exhibition. He fell sick immediately afterwards, and in about a month he resigned his exhibition, to qualify himself for another department of the Public Service. In November another examination was held, but none of the competitors were successful. So, for a part of the year there was only one, and for the remaining part two Exhibitioners effective.

182. These two have been employed in teaching as well as in translation. They have also attended classes as students.

183. The work done by them respectively is as follows:—

NARSINH SHASTRI OK.

Translation of 120 pages of Murray's India. The translation will occupy nearly 250 octavo pages.

BHAU SHASTRI PAITKAR (*from April*).

Translation of 100 pages of the History of Greece. The translation will occupy more than 180 pages.

184. I have not yet received from Náráyan Shástrí Apté the fair copy of the translation of Euclid which he did when he was a Translation Exhibitioner. He has been revising it.

185. The translation of Sulivan's Geography generalized, which Mahádeo Shástrí Puránik did before he went to Kurachee, has occupied most of my time not spent in the College since April. I found it *very creditably* done as to its general execution, but, partly from inattention, and partly from not always apprehending the niceties of the original, the Translator had made so many mistakes, and some of them were of so serious a kind, that I felt it necessary to go through the whole book, comparing it line by line with the original. Numerous alterations were the consequence. The correction of the work, and carrying it through the press, occupied months. It is now a very useful work. As it is a scientific work, perfect accuracy was requisite, otherwise so much trouble need not have been taken with it.

186. Besides the above, I revised my edition of Bál Mitra for a new edition, which was carried through the press in the course of the year. I made, also, a little progress with the Geography of Hindustan. This work I desire to finish with all the expedition, consistent with accuracy, that circumstances will allow. For this reason, I venture to postpone the change which for some time I have felt to be necessary.

VII.—BRANCH SCHOOL.

187. The state of this School is very satisfactory, both as respects the number and the progress of the scholars, and reflects much credit on the Master, Mr. Sakhárám Bálkrishná.

188. The number on the roll at the examination of 1853 was 118. The number at the examination of 1854 was 148, all of whom pay a School fee.

189. The following is the result of the examination :—

ENGLISH DEPARTMENT.

190. *Class VI.—2nd Division.*

Teacher, HARI BALKRISHNA.

No. on the roll		27
Present	24	
Sick	2	
On leave	1	
		27

Studies.—McCulloch's First Reading Book, the whole.

Remarks.—Passed a very good examination ; articulation generally distinct.

191. *1st Division.*

Teacher, HARI BALKRISHNA.

No. on the roll		12
Present	11	
Sick	1	
		12

Studies.—McCulloch's Second Reading Book, the whole; School Dialogues, 5 lessons.

Remarks.—Pretty well; but not quite equal to the 2nd Division.

192. *Class V.*

Teacher, DADOBA SAKHARAM.

No. on the roll	23

Present	21	
Sick	1	
Absent	1	
		23

Studies.—McCulloch's Third Reading Book, 40 pages; Reid's Grammar, Definitions, with Parsing; a little Geography of Asia.

Remarks.—Pretty well at the top, but the class unequal; very good in geography.

193. *Class IV.*

Teacher, BAMANJI MERWANJI.

No. on the roll		26
Present	25	
Sick	1	
		26

Studies.—McCulloch's Third Reading Book, 125 pages; Reid's Grammar, 13 pages, with Parsing; Geography of Europe.

Remarks.—Pretty well.

194. *Class III.*

Teacher, RAMBHAJI THORAT.

No. on the roll	20
Present	20

Studies.—Chambers' Moral Class-book, 83 pages; Davy's History of England, to the end of the Reign of James I.; Reid's Grammar, 33 pages; Catechism of the History of the Maráthás, from page 19 to 34; Geography of the Four Quarters.

Remarks.—Knowledge of history very good; geography fair; grammar middling; dictation not good; reading inferior.

195. *Class II.*

Teacher, KONDU AMRIT.

No. on the roll		22
Present	21	
Sick	1	
		22

Studies.—McCulloch's Series of Lessons, 101 pages; Marshman's History of India, 8 chapters; Reid's Grammar, the whole; Catechism of the History of the Maráthás, from page 22 to 45;

Geography of the Four Quarters; Roots from Series of Lessons, the whole; Writing from Dictation.

Remarks.—Reading good; knowledge of history very good; grammar fair; roots fair; dictation very good.

196. *Class I.*

Teacher, SAKHARAM BALKRISHNA.

No. on roll		18
Present	16	
Sick	1	
On leave	1	
		18

Studies.—McCulloch's Course of Reading, 101 pages; Murray's History of India, 6th, 7th, 8th, and 9th chapters; Introduction to Universal History, Part I.; Ancient History, the whole; and Modern History of Great Britain and India; Exercises to Hiley's English Grammar on the Rules of Syntax, from page 27 to 62; General Geography of Europe, Asia, Africa, and America, with the particular Geography of India, and the British Isles; 600 Latin Roots, with Examples and Meanings; Writing from Dictation.

Remarks.—Knowledge of history very good; reading good at the top of the class; roots good; geography good; grammatical exercises very good; dictation very good. The class is in a very efficient state.

MATHEMATICAL DEPARTMENT.

197. *6th (youngest) Class.*

Teacher, DADOBA SAKHARAM.

No. in the class		26
Present	19	
Absent	7	
		26

Studies.—Numeration and Addition of two figures.

Remarks.—This class consists of mere infants; can scarcely do any arithmetic.

198. *5th Class.*—Consists of two Divisions.

Teacher, HARI BALKRISHNA.

No. in the class	26

Present 25
Absent 1
—— 26

Studies.—2nd Division: Subtraction; 1st Division: Multiplication Table, and Multiplication.

Remarks.—The examples and questions given were readily answered by both divisions.

199. *4th Class.*—Two Divisions.

Teacher of both Divisions, BAMANJI MERWANJI.

No. in 1st division 15
Present 14
Absent 1
—— 15

No. in 2nd division 21
Present 19
Absent 2
—— 21

Studies.—2nd Division: Long Division; 1st Division: Tables, Reduction, and Compound Addition.

Remarks.—Neither of the divisions well taught.

200. *3rd Class.*—Two Divisions.

Teacher of both Divisions, RAMBHAJI THORAT.

No. in the class 30
Present 27
Absent 3
—— 30

Studies.—2nd Division: Reduction, Compound Addition, and Subtraction; 1st Division: Compound Multiplication and Division; Simple and Compound Proportions.

Remarks.—There are a good many promising boys in both divisions. The Teacher has evidently done them justice.

201. *2nd Class.*

Teacher, KONDU AMRIT.

No. in the class 20
Present 19
Absent 1
—— 20

Studies.—Simple and Compound Proportions, Partnership,

Simple Interest, Discount; Equations of Payment, Compound Interest; Vulgar Fractions, the whole; Decimal Fractions, to Multiplication.

Remarks.—The boys of this class are well practiced in the mechanical parts of arithmetic. They ought to have been made better acquainted with the principles of the science.

202. 1*st Class.*—Two Divisions.

Teacher of both Divisions, SAKHARAM BALKRISHNA.

No. in 1st division	4
No. in 2nd division	7
	11

Studies.—2nd Division: Vulgar and Decimal Fractions; First and Second Books of Euclid; 1st Division: First Five Books of Euclid; Algebra; Simple Equations, containing one or two Unknown Quantities; Definitions and a few Formulæ of Plane Trigonometry.

Remarks.—The 2nd division has a very accurate knowledge of the 1st and 2nd Books of Euclid. The 1st division has a very good knowledge of the first four books of Euclid; not so well acquainted with the doctrine of ratios. The knowledge of algebra of both divisions is on the whole very accurate. Some of the young men, if they continue on for some time longer, will become very good analysts. The appearance made is on the whole very creditable.

VERNACULAR DEPARTMENT.

203. 1*st Class.*

Teacher, NARAYAN SHASTRI.

No. on the roll	16
Present	16

Studies.—History of the Maráthás, 100 pages; Bál Vyákaran, the whole; Parsing; Writing from Dictation; and Catechism of Maráthá History; Translation of Third Reading Book.

Remarks.—This class contains some very intelligent students. To the greater part of them Maráthí is a foreign language. When this is considered, their reading must be pronounced good.

They parse well, and understand the meaning of words. The Teacher has evidently been diligent.

204. *2nd Class.*

Teacher, NARAYAN SHASTRI.

No. on the roll		12
Present	10	
Sick	1	
Absent	1	
		12

Studies.—England Delineated; and Bál Vyákaran, the whole.

Remarks.—This class has made a respectable appearance.

205. *3rd Class.*

Teacher, NARAYAN SHASTRI.

No. on the roll		20
Present	17	
Absent	2	
Sick	1	
		20

Studies.—Lipidhárá and Jágtijot, the whole; Catechism of Geography.

Remarks.—This class has done pretty well.

206. I beg to conclude the Report with the expression of my hope that it will be found satisfactory.

THOMAS CANDY, Major,
Principal of the Poona College.

Poona College, February, 1855.

APPENDIX A.

RESULTS OF THE EXAMINATION.

I.—Senior Class.

Result of Examinations in Subjects taught by Prof. of Literature.

Order of Merit.	Names.	Company's Regulations.	English Essay.	Total Marks obtained.	Full Value.
	Value..	50	50	..	100
1	Atmáram Vináyak..	27	35	62	
2	Narsinh Shástrí Ok	33	25	58	
3	Vishwanáth Karmarkar..	47	11	58	
4	Pándu Sonár..	33	22	55	
5	Aná Sahasrabudhe..	15	27	42	
6	Yadneshwar Dádáji	22	11	33	
7	Bábá Joshí	22	4	26	

II.—Junior Class.

Result of Examinations in Subjects taught by Prof. of Literature.

Order of Merit.	Names.	Literature.	English Essay.	Psychology.	History.		Total Marks obtained.	Full Value.
					Viva voce.	Paper.		
	Value..	50	50	100	50	50	..	300
1	Dorábjí Padamjí	24	30	67	44	35	200	
2	Krishna Ráhálkar ...	33	16	41	50	26	166	
3	Náráyan Gopál	24	23	29	22	23	121	
4	Kashináth Vital	28	16	19	16	20	99	
5	Vishnu Kelkar	23	15	Absent	3	12	53	
	Náráyan Jagannath ...	39	36					
	Parshotam Bhat	34	40					
	Vináyak Bhide	27	30					

Note.—The last three students attended the Class in Literature only, and therefore are not ranked.

III.—Freshman Class.

Result of the Examinations in the Subjects taught by the Professor of Literature.

Order of Merit.	Names.	Literature.	English Essay.	History, and History of Civilization.		Belles-Lettres.		Total Marks obtained.	Full Value.
				Viva voce.	Paper.	*Viva voce.*	Paper.		
	Value..	50	50	50	50	50	50	..	300
1	Ráoji Gadbole..	34	20	50	32	40	43	219	
2	Rámá Ok..	38	33	35	27	40	35	208	
3	Navaroji Padamji	25	36	40	13	50	37	201	
4	Chintáman Sakhárám ..	46	27	34	20	30	29	186	
5	Luxuman Jagannáth ..	15	29	40	21	40	21	166	
6	Parshurám Gadbole ..	34	25	25	9	35	31	159	
7	Ráoji Punekar..	30	23	8	13	30	34	138	
8	Venkat Rámchandra ..	18	20	18	13	35	33	137	
9	Rámá Gadbole..	15	14	15	8	30	22	104	
10	Prabhákar Joglekar ..	14	9	18	13	13	36	103	
11	Hari Bhátavadekar . ..	22	5	28	6	10	28	99	
12	Bápu Abáji	17	14	13	3	..	14	61	
13	Shivarám Kánitkar.. ..	12	..	10	..	5	12	39	
14	Samuel Hanson	32	..	..	..	abs.	abs.	32	
15	Parshurám Sakhárám ..	11	9	3	abs.	abs.	abs.	23	

IV.—Assistant Teachers' Class.

Mathematics.

Number, 7.

Order of Merit.	Names of Assistant Teachers.	Values. 81.
1	Narsinh Shástrí Ok..	60
2	Atmárám Pátkar	56
2	Yadneshwar Dádájí Gore	56
3	Pándu Sonár..	52
4	Wishwanáth Karmarkar	41
5	Anná Sahasrabudhe	23
6	Bábá Joshí	20

V.—Senior Class.

Mathematics and Natural Philosophy.

Number, 7.

Order of Merit.	Names of Students.	Values. 96.
1	Dorábji Padamjí	90
2	Krishna Ráhálkar	86
3	Purshotam Náráyan	80
4	Náráyan Jagannáth..	76
5	Cáshináth Vittal	72
6	Vishnu Kelkar	30

VI.—Junior Mathematical Class.

Number in attendance, 29.

Order of Merit.	Names of Students.	Values. 88.
1	Chimbas Appá	84
1	Nowrojí Padamjí	84
2	Shahábudín..	56
2	Wássudew Paránzpe..	56
2	Bhumaya Sáenná	56
2	Venkatrow Rámchandra	56
3	Gangádhar Mehendale	54
4	Rámá Ok	48
4	Govind Ganesh	48
5	Rámá Gadbole	45
6	Dájí Nágpurkar	38
7	Ráwjí Gadbole	32
8	Bálá Phadke..	24
9	Parshurám Gadbole..	18
10	Hari Bhátwadekar..	4

VII.—Chemistry Class.

Order of Merit.	Names of Students.	Values. 61.
1	Dorábjí Padamjí	55
1	Krishna Ráhálkar	55
2	Náráyan Jagannáth	50
3	Vináyak Bhide..	40
3	Káshináth Vittal	40
4	Purshottam Náráyan	36
5	Náráyan Gopál..	30
6	Vishnu Kelkar	10

VIII.—College Division.—Vernacular.

Junior Class.	Vernacular Essay, 10.	Translation, 10.
Náráyan Gopál	8	5
Govind Jagannáth	7	Abs.
Náráyan Jagannáth	7	7
Vináyak Bhide	7	5
Káshináth Vittal	7	5
Purshottam Náráyan	6	6
Krishna Ráhálkar	6	4
Vishnu Kelkar	5	5
Dorábjí Padamjí	..	5

Freshman Class.	Vernacular Essay, 25.	Translation, 15.
Rámá Ok	18	11
Chintáman Sakhárám	13	11
Ráwjí Ponekar..	13	10
Rámá Gorbole..	14	9
Lakshman Jagannáth..	7	9
Bháskar Sakhárám..	..	9
Nowrojí Padamjí	..	9
Prabhákar Joglekar..	10	8
Náná Wakíl..	..	8
Bápu Abají	10	8
Samuel Hanson	..	8
Parshuram Gorbole..	10	8
Balwant Shankar	..	7½
Ráwjí Gorbole	18	7½
Wyankat Ramchandra	..	7
Parshurám Sakhárám	..	7
Lakshman Patwardhan	..	6
Hári Bhátwadekar	12	6
Sivarám Kánitkar	4	5

General Results of Annual Examination, December 1854.

Paid.	Names.	Class.	English Studies.					Class.	Mathematics.				Class.	Sanscrit.	Vernacular Studies.							Class.							
			Reading. Diction.	History.	Biography.	Political Economy.	Translation Paper.		Mathematics and Pure Geometry.		Astronomy and Natural Philosophy.				Dictation.	Reading.	Parsing.	Geography.		History.			Grammar, Political Economy Paper.	Marátht Essay.	Questions on Idiom.	Correct Writing.	Nagari Mulkí.	Writing.	
									Oral.	Paper.	Oral.	Paper.						Oral.	Paper.	Oral.	Paper.							Modí.	Bálbodh.
	Number of full Marks.. ..		4	12	4	8	10		2nd d. 15. 3rd d. 8. 4th d. 5.	34	Ast. 12. N. P. 8. Ast.	Ast. 14.			4	4	4	4	20	4	40		Gram. 47. P. E. 25. Gram.	25	13	12	20	10	10
Senior Students. 1	Krishna Godbole	1st	1	12	4	8	5½	1st	Sick.	3	12	Sick.			S.	S.	S.	S.	S.	S.	S.	1st	37	18	S.	S.	S.	S.	S.
2	Náráyan Deodhar	..	2	12	4	8	7	2nd	15	20	12	13	..	..	4	3	4	4	18	4	31½	..	25½	14	9½	11	12¼	9	4½
3	Sakhárám Bhágwat	2nd	3½	11	..	..	..	..	15	33	12	11	1st	4	4	3	4	4	14¼	4	27	..	31½	6	8½	10½	4½	5	6
4	Sakhárám Phadke	1st	1	6	2	2	5	..	15	6	12	12	..	..	4	4	4	3	15½	4	33½	..	28½	7	10½	9½	12½	7	9½
5	Vinú Tope	..	2	10	2	4	6½	..	15	9	7	12	1st	..	4	3	4	4	18¾	4	32¼	..	33½	16	11½	11	11½	9	8½
6	Bhikam Bhat, left during the Examination.										N. P.												P. E.						
	1 Bálkrishna Gurjar	..	4	12	4	8	7	3rd	8	..	8	..	..	4	4	3	4	4	13¼	4	37⅓	2nd	20½	18	12	12	15¾	9	4½
	2 Krishna Dátár	..	2	12	4	8	6	..	8	..	8	..	..	..	4	4	4	4	18½	4	39½	..	15	20	12	11½	13¼	10	2¼
	3 Kashináth Thatte	..	4	12	4	8	6	..	8	..	7	..	1st	4	4	3	4	4	16⅓	4	34⅓	..	19	20	9	12	12¾	6	10
	4 Shivrám Dánte	..	4	12	4	8	6½	..	8	..	8	..	..	4	4	3	4	4	18¾	4	33¾	..	19	17	10	10	12	9	6
	5 Náráyan Nátú..	..	1	12	4	8	6	..	7	..	8	..	..	4	4	3	4	4	13	4	37⅓	..	17	12	7½	11½	10¾	7	4
	6 Sadú Sahasrabudhe	..	2	12	4	8	6½	..	8	..	8	..	..	..	4	3	4	4	10¾	4	34	..	12	13	10	10	11¼	5	2½
	7 Harí Dámle	..	1	10	4	8	6	..	3	..	7	..	..	..	2	3	4	2	10¾	4	36½	..	12	8	9	10½	9¾	6	2½
	8 Sadú Limaye	..	1	10	2	6	4	4th	3¼	..	6	..	1st	4	4	2	4	2	7¾	4	30	..	7¾	9	6½	9	10	6	2½
	9 Ganú Ránade	2nd	3½	11	..	..	..	3rd	6	..	7	..	..	3	3	3	4	4	11½	4	24½	..	11	9	7	8½	7	5	7½
	10 Morú Dhárap	3rd	Not sufficiently advanced to have Marks.					4th	5	..	7	..	2nd	4	3	3	4	4	13¼	4	33¾	..	13	9	11	11	15¾	7	2
	11 Bápú Joshí	..						..	5	..	4	..	..	4	..	3	4	4	16¾	4	34	..	7½	14	9	6	18¼	10	8¾
	12 Bháskar Abhyankar	..						..	5	..	7	..	..	4	3	3	4	4	13¼	4	33¾	..	13	9	11	11	15¾	7	2
	13 Náná Phádke	..						..	5	..	7	..	..	..	3	3	4	4	17¼	4	38⅓	..	11	8	12	10½	9¼	7	5¾
	14 Venkú Deavid..	..						..	4¾	..	8	..	..	..	4	3	4	3	12	4	34⅔	..	14	9	10	10½	11¾	6	5
	15 Náráyan Yogi..	..						..	5	..	6	..	2nd	4	..	3	4	4	15	4	26½	..	9	13	8½	8½	13¾	10	10
	16 Náráyan Gurjar	..						..	4¾	..	4	..	..	..	4	3	4	4	13¾	4	33	..	11	12	9½	11½	10	6	2
	17 Ganú Bápat	..						..	5	..	4	..	2nd	4	3	3	4	4	8¼	3	28½	..	8½	9	9	8	11⅜	9	3½
	18 Bálkrishna Kálgánwkar	..						..	4¼	..	4	..	..	..	2	4	3	13¾	4	30⅔	..	11½	7	6½	10	14½	6	3¾
	19 Sopáná Thákúr	..						..	5	..	7	..	2nd	3	..	3	4	3	3¼	4	34	..	13½	6	8	9½	7¼	9	2¼
	20 Vinú Joglekar..	..						..	4½	..	6	..	..	4	..	3	4	4	7½	3	23⅔	..	13½	7	8½	8	15¼	5	2
	21 Vishnu Joshí	..						..	3¾	..	4	..	..	4	..	3	3	1	7½	4	26¼	..	6½	10	9	10	8½	9	9½
	Candidates.																												
	1 Harí Mahádeo..	1st	2	4	2	2	6½	..	5	..	5	..	1st	4	3	3	4	3	14½	1	36	..	12	14	10	8½	8¾	7	4½
	2 Keshow Gokhle	2nd	3	7	..	..	..	..	4¾	..	2	..	2nd	4	3	3	4	4	12	3	35	..	10½	7	9	7½	12	9	8
	3 Vinú Phadke	..	2½	4	..	..	..	..	4½	..	..	..	..	4	..	3	4	4	13¾	3	34¼	..	11	4	12	8½	11½	6	2½
	4 Rámá Velankar	..	1	4	..	..	..	..	4¾	..	3	..	..	4	..	2	4	1	6¼	3	20	..	12½	5	10	6	9	9	2
	5 Ganú Kolhápurkar	3rd	..	..	..	..	..	..	4	..	4	..	..	4	..	3	3	3	4⅔	3	24¼	..	..	8	7	12	12	6	3¼
	6 Náráyan Gokhle	2nd	4	7	..	..	..	..	5	..	4	..	..	S.	S.	S.	S.	S.	14½	S.	S.	..	11	10	5	5	5	5	5
	7 Rámá Sáne	3rd	..	..	..	..	..	..	Abs.	..	..	..	..	2	..	3	3	1	1½	..	12½	..	3½	..	2¼	6	1	..	..
	8 Harí Gogte	..	..	..	..	..	..	..	2½	..	..	..	..	..	..	..	..	..	3	..	..	..	..	8	..	..	..	..	..

APPENDIX B.

SELECTIONS FROM EXAMINATION PAPERS.

Junior Class.

History.

1. Continental possessions of Henry II. at his accession? His titles to them? How did he afterwards acquire Brittany?

2. General state of Europe at the accession of Henry II.? State of France at this period? Contrast the power of Henry II. and the French King. Different working of the Feudal System in their respective countries?

3. State the principal provisions of the *Constitutions of Clarendon*, and give a brief account of the circumstances which led to their enactment. What *principle* did Henry establish, by passing so many ecclesiastical ordinances in a national and civil assembly?

4. Circumstances under which the conquest of Ireland was effected? On what pretence did the Pope claim a right to dispose of this country? In these early ages, by what expedient alone could a conquest be permanently maintained? To what extent was this policy pursued, to secure the conquest of Ireland, and with what result?

5. Under what circumstances was Cardinal Langton appointed Primate? How did John resent the appointment? Name the sentences, in their order, which were fulminated against John by the Pope, and describe the effect of each.

6. State the principle articles of Magna Charta, as affecting the clergy, the barons, and the people. By what article was all check on appeals to Rome removed? Moderation of the barons, in not having insisted upon *some* of the articles of Henry I.'s Charter? What was the only article in favour of the villains or rustics.

William Draper,
Professor of English Literature.

Psychology.

1. State the general principles of the four great Schools or Systems of Philosophy—Sensualism, Idealism, Scepticism, and Mysticism.

2. Fundamental principle of the System of Locke? Difference between the System of Locke and that of Condillac? Legitimate moral consequences of Condillac's system?

3. The regular methodical order of Psychological problems, as stated by Cousin? In what way has Locke proceeded? The *merit* of Locke's method, and *its fault?* Chances of error which his first mistake of method involves?

4. Give a definition of Consciousness, and distinguish between Consciousness and Reflection.

5. Cousin states three fundamental characteristics as distinguishing the idea of Body from the idea of Space? The idea of space in Locke's system resolves itself into the idea of body? Yet, according to Locke himself, the two ideas are quite distinct?

6. Distinction between the *Logical* order and the *Chronological* order of ideas? *Logically,* Kant is right, in maintaining that the pure idea of space is the condition of the idea of body and of experience; and *chronologically,* Locke is right, in holding up experience (namely sensation) as the condition of the idea of space, and of the development of the reason?

FRESHMAN CLASS.

Belles-Lettres.

1. Define Criticism. Upon what is it founded? Uses in criticism of delicacy of taste and of correctness of taste, respectively?

2. Difference between Taste and Genius?

3. The fundamental quality of Style? Distinguish between purity and propriety of language. What, according to Blair, is the only *standard* either of purity or of propriety?

4. Distinguish between—Custom and Habit; Pride and Vanity; Wisdom and Prudence; a Difficulty and an Obstacle; an Invention and a Discovery.

5. Blair's opinion concerning the origin of Language? What were the first elements, or beginning of speech?

6. Describe the following styles :—the Dry, the Plain, the Neat, the Elegant, the Flowery.

History, and History of Civilization.

1. Short account of the Wars of Charlemagne? Grounds of hostility between Charlemagne and the Lombard King Desiderius? Extent of the Western Empire established by Charlemagne? Influence of Charlemagne on the progress of civilization?

2. Describe the Feudal System. Among what people did this system first receive a complete form? Whence arose the inextinguishable hatred that the country-people have at all times borne to the feudal system? Influence of the system on the development of the individual, and on the social state? The only *political right* that the feudal system has given prevalence to in the European society?

3. Charles the Bald may be considered the founder of the French monarchy, properly so called? Extinction of the Carlovingian dynasty? A change of dynasty was rendered inevitable in France by the condition of the State? Limited power of Hugh Capet?

4. What does Guizot mean by *the Church?* The Church in the fifth century shed upon Europe *three essential blessings?* The Church was exposed to two different lines of temptation, both tending to the acquisition of power? *Two conditions,* which imply the goodness of government in general, civil or religious? What was the state of the Church from the fifth to the twelfth century, with respect to these conditions?

5. Extent of the Saracenic conquests during the reign of the Khaliph Omar? Characteristic difference between the Saracenic and the German invasions? Internal improvements introduced by Omar? His character? Circumstances under which the Ommiade dynasty was founded? What revolution led to the dismemberment of the Saracenic Empire?

SENIOR CLASS.—*Mathematics and Natural Philosophy.* (Paper.)

Statics.

1. Two chords, A B, A C, of a circle, represent two forces: one of them, AB, is given—find the position of the other, when the resultant is a maximum 8

2. Find the centre of gravity of a spheric segment.. .. 20

3. From a given rectangle A B C D of uniform thickness, to cut off a triangle C D O, so that the remainder A B, C O, when suspended at O, shall hang with A B in a vertical position.. 20

Dynamics.

1. If Q be the area of any curve whose polar co-ordinates are r and θ: then prove that $d\,Q, = \frac{r^2\,d\,\theta}{2}$ 8

2. Demonstrate that the area described by the radius vector of any orbit is proportional to the time of its description 30

Total.. 86

JUNIOR CLASS.—Paper.

Analytical Plane Trigonometry.

1. One angle of a triangle is 18°, and another 54°, and the least side is 96 feet: find the greatest.. 4

2. Determine A from the equation $1+2\sin 4\,A = 4\sin 3\,A\cos A$ 6

3. Given $1-\sin a = 2\sin^2(x-\frac{1}{2}a)$: find x.. .. 8

4. If $\sin\phi = m\tan\theta$ and $\sin\theta = n\tan\phi$, find $\cos\theta$, in terms of m and n.. 10

5. Prove that the area of a triangle $= \frac{1}{4}(a^2+b^2-c^2) \times \cot\frac{1}{2}(A+B-C)$ 10

6. A staff 1 foot long stands at the top of a tower 200 feet high: show that the angle which it subtends at a point in the horizontal plane 100 feet from the base of the tower is 7′ nearly 10

Astronomical Problems.

Apply the spherical formula already investigated to the solution of the following astronomical problems:—

1. The right ascension of the star Aldebaran is 67° 40′, and its declination 16° 8′ N. : it is required to find the latitude and longitude.. 10

2. To a place having north latitude 52° 12′ 35″, when does the sun rise and set, and what are the rising and setting azimuths, the sun's declination being 16° 0′ 46″, no account of its daily variation or of refraction being taken.. .. 10

3. It is required to find the distance between the stars Capella and Procyon, the right ascensions being respectively 75° 21′ 19″ and 112° 6′ 47″, and their declinations 45° 46′ 15″ and 5° 45′ 3″, both N. 10

4. Given the obliquity of the Ecliptic 23° 27′ 42″, and the right ascension of the sun 10° 39′ 40″: to find the sun's longitude, declination, and angle of position.. .. 10

Total.... 88

NORMAL CLASS.— Mathematical Questions.

Analytical Geometry.

१. $2y = 3x + y$ या रेषेशीं ४५° अंश कोन करी अशी दुसरी एक रेष origin मधून जात्ये आहे तिचें समीकरण काय होईल ते सांग.

२. डिनोस्त्रेटस् याची क्वाड्राट्रिक्स (Quadratrix of Dinostratus.) हीचे समीकरणांत जेव्हां $x = a$ तेव्हां $y = \frac{2a}{\pi}$ होत्येहें सिद्ध कर.

३. दीर्घवर्तुळास स्पर्श करणाऱ्या अशा दोन रेषा एकमेकांस लंब आहेत त्यांचे locus पासून कोणती आकृती उत्पन्न होईल.

४. $y^3 = x^3 + ax^2$ या वक्राकृतीचा asymptote, आडव्ये प्रदर्श रेषेस कोठें कापील व तिशीं किती कोन करील तें सांग.

५. जर एका भरिवाचें पृष्ठफळ दाखवायास s घेतला तर $\frac{ds}{x} = 2\pi y$. $\frac{ds}{x}$ हें सिद्ध कर.

६. Cyclod या आकृतीचे स्पर्शरेषेचें समीकरण काय तें सांग.

७. कोन आणि त्रीज्या हीं दिलीं आहेत यां पासून कोणतेही spiral वरील स्पर्शरेषेवरचा लंबाचें मान काढण्याचें. Or $\frac{1}{p^2} = u^2 + du^2$ जांत $u = \frac{1}{6}$.

Astronomy.

८. पृथ्वी सूर्या सभोंवतीं जो मार्ग क्रमिते तो मार्ग दीर्घवर्तुळाकृती आहे हें सिद्ध कर.

९. ज्या पुंजांत सूर्य नाहीं त्या पुंजांत ग्रहाची अंशिक गति सममान आहे असें म्हणावयास चिंता नाहीं इतकेंच कीं केंद्रच्युती फार थोडी असावी.

APPENDIX C.

SPECIMENS OF ESSAYS AND ANSWERING.

Senior Class.

English Essay.

Subject.—" The Influence of the Invention of Printing on the Diffusion of Knowledge."

This is a wonderful age for directing and instructing. There are books for all ages, sexes, sizes, sorts, and conditions ; books of instruction for all, and of hints to everybody. Everything is reduced to art and science ; to rules and method : whether you want to make a pudding or your will ; to buy a horse or dance a polka ; to educate your son or cultivate your field—you have only to go to your bookseller's, find what book or books have been written expressly on the subject, and you are unlucky indeed if you do not find your case provided for even to a nicety, your difficulties precisely foreseen, and the road you have to travel as clearly laid down as a course on an Admiralty chart. But, strange to say, the attention of man is soon engrossed with those sordid and mean objects which he meets with while moving in the dusty paths of life, and thus he neglects his high interests. It is the duty of every philanthropist to place these interests before man under various aspects, by changing the dress and position, so as to give them fresh grace and more powerful attractions. Now, the subject in hand is one whose effects on the diffusion of knowledge have been vast, and which is much written upon ; and I am not ashamed to say, that though it does not transcend my ability, yet I cannot do more than those bright intellects who have spent their time and thoughts in elucidating the subject, and in exhibiting it in strong and vivid colours.

The influence of the invention of printing, that is, the effects produced by the invention of that art of copying, which saves time and labour, on the diffusion of knowledge, are vast and gigantic.

The cause of looking into this subject is obvious; for that duty which teaches us to look to one benefactor with gratitude, and to view with pleasure the effects of his beneficence, teaches us also to look to the great benefactor of the human race—the inventor of the art of printing—with the same feeling, and to find out what influence the art has shed on the diffusion of knowledge—a thing, if the term be allowed, that gives us *power*, and teaches us to make a right use of it.

The art of printing was not known to the ancients. It was invented in the fifteenth century, by a citizen of Haarlem. The story of the invention runs thus:—One day, while amusing himself in his garden, he cut into the bark of a tree letters composing his own name. He pressed on them the end of his coat, and was greatly amused to find the cloth receive the impression. He made some improvement in this art. The honour of the invention of this art is due to Holland; but other countries were not behindhand in contributing to the rapid growth of this art. Books, the medium of conveying thoughts in written language, were very dear in ancient times, and in confirmation of this, you will find it reported of some Queen, that she gave some scores of sheep in exchange of a written copy of the Bible. Examples are not wanting to prove the paucity and dearness of books in ancient times; but time does not allow me to bring here a great number of them. If you but turn over the pages of ancient history, a host of them will appear before you.

The effects produced by this art, as said before, are vast and gigantic. By this art wonders have been effected. The paucity of books, which was greatly felt in ancient times, had been done away with by the happy rise of this art. Through books we read the thoughts of those who have shone and are shining in the literary worlds of this as well as the other parts of the globe, and who have been called "the nobility of nature." The getting up newspapers greatly owes to this art. What would have been the use of getting up a newspaper when the art

of printing was unknown? Thousands of persons would have been occupied with the copying a newspaper which had the least circulation. What are we to say, then, speaking of "*The Times*," and other such newspapers, which have a wide circulation? The office which the newspapers perform is that of a servant running to all quarters to collect information, and appearing before his master at a stated hour. Thus, when a person subscribes to different newspapers, he has so many servants going in different directions, to collect whatever news they can come at. Thus the person gets a knowledge, by reading the papers, of what is going on in the world around him. The office which books perform is that of a store, where everybody that wishes may resort, and take as much as he can; but he cannot deprive others of what he has taken. Through books we read the thoughts of the "nobility of nature"—of those whom she has favoured with high intellectual powers. The art of printing has cheapened knowledge, by reducing the price of books; and by this means has left in the power of those who wish to buy, and who would not have been able before the invention, books—companions amid the flirtations of joy, as well as the depressions of sorrow; with whom, if we cannot agree, we shall never come to words. The art of printing has, as if, made both the rich and the poor eligible to the pursuit of knowledge if they but desire. Every science owes little or more to this art. A man in one part of the globe invents something, and another situated quite at the other extremity of the globe makes some improvement on it. Now, if the second person had not heard anything of the invention, he would not have been able to make any improvement on it; and thus every art and science would not have received so rapid fluxes of improvement as have brought them to their present state. This art has filled up the desideratum which was desired for a long time. In ancient time, what the philosophers did put forward was available to those only who attended their lectures; but in these days, if, in England for instance, some member of parliament delivers a speech, or some professor delivers a lecture, we, who are situated in another part of the world, at the distance of hundreds of miles, soon learn, even to a syllable, what he said. All this we owe to the art of printing, and the want of

this art in ancient times has kept us so much in ignorance of the manners, the customs, the literature, and the institutions of the ancients.

ATMARAM PANT PATKAR.

JUNIOR CLASS.

Paper on History.

1. Henry possessed, by the right of his father, Anjou and Tourain ; by the right of his mother, Normandy and Maine ; and by the right of his wife, Poictou, Guienne, Auvergne, and a few other minor provinces. Henry afterwards added Brittany to his dominions. Henry, who was now in England, was recalled to Normandy by the intrigues of his brother Geoffrey, who laid claims to Anjou and Maine. But the presence of Henry overawed the malcontents, who submitted to him. His brother Geoffrey went to Nantes, the inhabitants of which deposed their Count, Hoel, and gave that country into the hands of Geoffrey. But Geoffrey soon after dying, Henry laid claims to Nantes, by the right of primogeniture. But he did not get possession of that country peaceably. Conan, the Earl or Duke of Brittany, soon after the death of Geoffrey, got possession of Nantes, which, he said, had belonged once to his territories ; so Henry was obliged to lead an army to defend his right. Lest Lewis the King of France should give assistance to the Earl of Brittany, Henry went over to Paris, and engaged the French King on his side, by promising him to give his eldest son Henry in marriage to Margaret, daughter of Lewis. Henry, after thus preventing the French King from giving any assistance to the Earl of Brittany, went over with his army to Nantes. The Earl, in despair of success, made submissions to Henry, made peace with him, and gave his daughter in marriage to Geoffrey, the king's third son, though both were of very tender ages. But the Earl died seven years after the peace was made, and as he left no issue except his daughter, whom he had betrothed to Henry's son in marriage, became the rightful heir to all his dominions, and Henry, as the *mesne* lord, became her guardian ; and so Henry at present got the dominion of Brittany into his hands in so easy a manner.

2. The natives of Europe, on the accession of Henry II., were not bound to each other; no common cause excited the warlike spirits of these nations, excepting the Crusades; commerce did not bind one nation to another, as it now does; and every king was so much engaged in quelling the quarrels of his own barons and their rebellions, that he never entertained a thought of invading the neighbouring countries. The chief disputes which were now going on were between the Emperor of Germany and the Pope on one side of Europe, and between the Kings of England and France on the other; while the other nations as if were fallen in sound lethargy.

In France, the French King had little or no authority over his subjects. The French barons, who were of a very independent spirit, taking advantage of the weakness of their prince, pushed their authority to such a height that they left very little for their sovereign. The king dare not oppose any of his barons, for no sooner did he take any violent efforts against him, than all the French nobility were in arms against him, to defend the cause of their fellow man. Though Lewis the Gross was one time able to muster a force of 200,000 men, to lead them to his frontiers against the Germans, still, at another time, a petty lord of Puiset or Couci was able to give him defiance.

In England, however, the case was different. The king's dominions were not restricted; he had the sole authority over his barons, whom he can always keep in control. His revenues were great, and he was therefore able to levy an army whenever he chose; and from the tenor of the history of the reign of any English King, it will be seen that this all holds true.

Now, by comparing the powers of the French and English Kings, it will be clearly seen that the power of the latter prevailed over that of the former, and, moreover, the accession of a prince like Henry II. brought new powers to the English crown.

3. King Henry II. from the beginning of his reign intended to restrict the usurpations of the clergy, but he did not take any violent measures against them in the lifetime of Theobald, the primate, to whose fidelity he owed his throne. But after his death he began with his operations; he appointed Thomas á

Becket, his chancellor, to that office, from whom he thought he would not receive any opposition. But no sooner was Becket appointed in this office, than he became one of the greatest enemies of the king. Becket gave refuge to a clerk, who had seduced the daughter of a gentleman, and who was now going to kill him. Henry required Becket to give that clerk up to the magistrate, that he might be duly punished; but Becket refused, and sent an answer that he shall be punished only by degradation. The king, taking this as a pretext, held a council of barons and prelates, in which he asked the latter whether they were willing to adhere to the old laws and customs of the realm or not? They all answered in the affirmative, except Becket; but he also was at last persuaded to consent. But the king, knowing that these prelates would throw off this yoke whenever they would find an opportunity, thought of defining expressly those terms of which he required compliance. For this reason he held a council at Clarendon of barons and prelates, in which the following laws, commonly called the *Constitutions of Clarendon*, were passed :—

That clerks accused of any crime should be tried in the civil court. That any appeals in the episcopal court should be carried by the archdeacon to the bishop, from the bishop to the primate, and from the primate to the king, and should be carried no farther. That no clergyman shall be allowed to leave the kingdom without the king's consent. That if any clergy holds lands belonging to the royal demesnes, he should do homage to the king for those possessions, as the laics do. That the sons of villains shall not be ordained clerks, without the consent of their lords. No chief tenant of the crown should be excommunicated, or his lands laid under an interdict, without the king's consent. That the primate may attend general assemblies, even if he is not summoned.

4. The Pope at those times had the authority even of disposing of kingdoms. This is clearly shown when Pope Adrian III. empowered Henry II. to conquer Ireland. The reason urged by the Pope on this occasion was, that by that means the Irish, who had not embraced Christianity, might be converted to that

religion, and that by so doing their souls might be saved from eternal damnation. Henry, being thus empowered, now waited for a favourable opportunity, which happened soon after. Dermot Macmorough, King of Leinster, carried off Dovergilda, the wife of the Prince of Breeffuy, who had confined her in an island surrounded by bog. The prince, resenting this act of gallantry, invaded the dominions of Dermot in conjunction with O'Connar, King of Ireland. Dermot was defeated, and was obliged to take shelter: he went over to Guienne, where King Henry then resided, and asked the assistance of that prince in restoring him to his dominions. But Henry was not then able to give any assistance to him, because he was engaged in the controversy with the prelates; but he gave Dermot letters patent, by which he empowered any of his subjects to give assistance to him if they liked. Dermot took these letters to England, and wandered there for some time, before he found any one ready to assist him. At last he engaged Richard, surnamed Strongbow, Earl of Strigul, on his side, by promising him to give his daughter Eva in marriage to him. While Richard was making preparations to levy an army, Dermot went over to Wales, and there engaging FitzStephen and FitzWilliam, two noblemen in those parts, on his side, retired to Ireland, and took shelter in the monastery of Fernez, which was built by him. FitzStephen came over with an army first; afterwards he was joined by FitzWilliam; and at last Richard Strongbow came over with a greater army, and joined the two former. The conjoined forces defeated the Irish in every encounter, and at last made Dermot the King of Ireland. Dermot, however, did not long survive his good fortune; he dying soon after the conquest, left his dominions to his son-in-law Richard Strongbow, his son being killed by O'Connar while he remained in his hands as a hostage given by Dermot. King Henry, hearing of the fortune attending his subjects, came over to Ireland, and settled everything there: he made Richard Seneschal of Ireland, and returned to France. King Henry, knowing that the conquest of Ireland will not be permanantly maintained if his English and French subjects did not go and colonize in Ireland, persuaded them to do so; but the barrenness of that soil, and other circumstances,

so little invited foreigners to that country, that very few migrated to Ireland. For this reason Ireland was not completely subdued until the end of the reign of Queen Elizabeth.

5. On the death of Hubert, Archbishop of Canterbury, the minor prelates appointed Reginald privately, and instructed him to go to the Pope, and without letting anybody know his designs, and receive from his hands the ensigns of that office. But Reginald, when he reached the borders of Germany, opened his designs to all. The English, hearing of this, recalled Reginald; and the King entreated his subjects to appoint the Bishop of Norwich in that office. The people consenting to John, sent the Bishop of Norwich to Rome, to receive the ensigns. The party of Reginald also sent him to the Pope. So before the Pope now lay a dispute between the two parties; but the Pope, without giving any heed to the causes of both, appointed Langton in the office of primate. Lest the English King should get enraged at this open injustice of the Church, the Pope sent for him four rings, and assigned to each some particular qualities.

DORABJI PADAMJI.

FRESHMAN CLASS.

Paper on Belles-Lettres.

Criticism is the application of true taste and good sense to several fine arts: it is employed for judging the beauties and faults of composition. It aims at chiefly to ascend from particular instances to general principles: true taste, founded upon a natural and instinctive sensibility to beauty, and a sound sense, are for its foundation.

Before I show the uses of criticism, I explain first what those two words Delicacy and Correctness of taste signify. A man of delicate taste possesses nicer organs and powers, by which he discerns those beauties which lie hidden from the vulgar eye. A man of correct taste is one who is never imposed on by counterfeit beauties, but is always guided by sound principles of reasoning. Exquisite delicacy and thorough correctness undoubtedly imply each other. But they are often distinguishable. The

former is more the child of nature, the latter of refinement and culture ; one leans more to feeling, the other more to reason and judgment. Here is a wide field for the exercise of criticism. As true criticism consists in finding faults and discerning beauties in a composition, it will assist us much in appreciating genuine beauties, and setting at defiance those false beauties which dazzle vulgar and ignorant people.

Genius is a power of executing, taste is a power of judging. Genius supposes taste in the highest degree, and also the possession of those natural powers which it is impossible for man to create—it is the gift of nature; while taste is a power of receiving pleasures from the beauties of nature and of art, and of judging whether these pleasures are just or unjust. Taste, however, in its perfect state, is the product of natural sensibility to beauty, and improved understanding.

The fundamental quality of style is perspicuity. It is not a negative virtue or freedom from defect—on the contrary, it is a positive beauty to composition. A writer, who writes in a clear and perspicuous language, not only relieves from embarassment, but pleases the reader. This quality respects chiefly two things —the choice of words, and the proper collocation them. It has three degrees—purity, propriety, and precision. The two former words are indiscriminately employed by most of the English authors. The difference, however, can be clearly pointed out between them. Purity is the use of such words and phrases as belong to the idiom of the language, in opposition to foreign, obsolete, or new-coined words. Propriety is the selection of such words and construction, as the best and the most established usage has appropriated to those ideas which we intend to express by them. The standard to which these may be referred, is the practice of the best writers and speakers in the country.

Custom refers to the action, habit to the actor. Custom signifies the frequent repetition of the same act; habit signifies the effect produced by the mind or body. One, by the custom of walking in the streets, often acquires the habit of idleness.

Pride is the high opinion which we entertain of ourselves. Vanity is a desire of receiving estimation of others. A person may be too proud to be vain.

Wisdom leads a man to adopt proper means of accomplishing an object. Prudence implies the means that prevent him from falling into danger. A wise man employs proper means for success. A prudent man employs means in order to avoid being brought into danger.

Difficulty embarasses, while obstacle stops us. We remove the one, while we surmount the other. The former arises from the nature of a thing, the latter from a foreign cause.

Invention is the act of finding out things that have not existed before. Discovery is the act of finding out things which did exist before, but were unknown. Galileo invented the telescope; Columbus discovered America.

It is unquestionably true, that in the beginning of society men communicated their thoughts by means of gestures and cries, or what are called by the grammarians interjections; but as men increased in number, and became acquainted with more things every day, the gestures and cries, the elements of language, were found inadequate, so the necessity brought words into use. The names which men invented were given first to those objects which struck their ideas most, then to the agent, and then to the action performed.

In dry style, the author is contented with giving his meaning clearly to others; he aspires not in the least to ornament. This kind of style is at all to be avoided, except in didactic compositions, and even here with a sparing hand.

The plain writer gives his meaning in a clear and perspicuous language, and hunts not after tropes and figures. The difference between a dry and a plain writer is, that the former is incapable of ornaments, and does not seem to know them; while the latter seeks not after them.

Neat style rises one degree higher above the plain, in point of ornament, but that ornament is not of the highest or most sparkling kind. The attention of the writer is especially directed to the choice of words, and the graceful arrangement of them, rather than to the poetical effusion.

Elegant style rises still higher above plain or neat style. The ornament employed here is of a higher kind—neither excasive nor degrading. This style every one should imitate;

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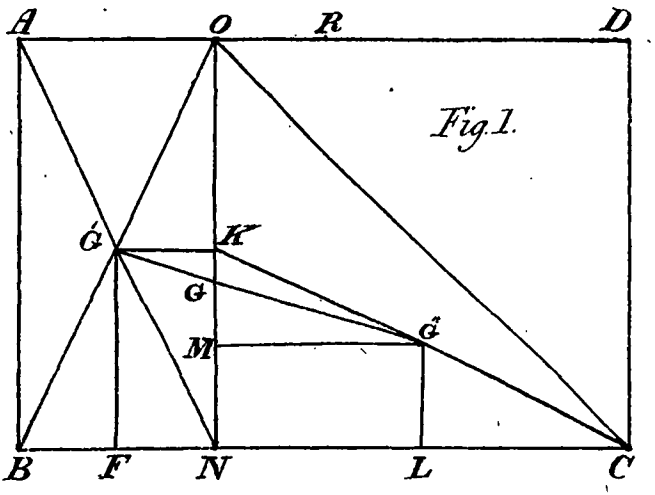

A
O
R
D
Fig. 1.
G
K
G
M
B
F
N
L
C

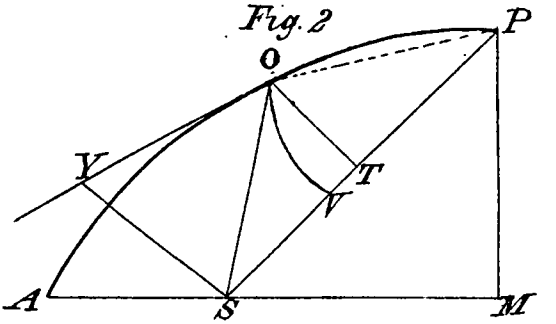
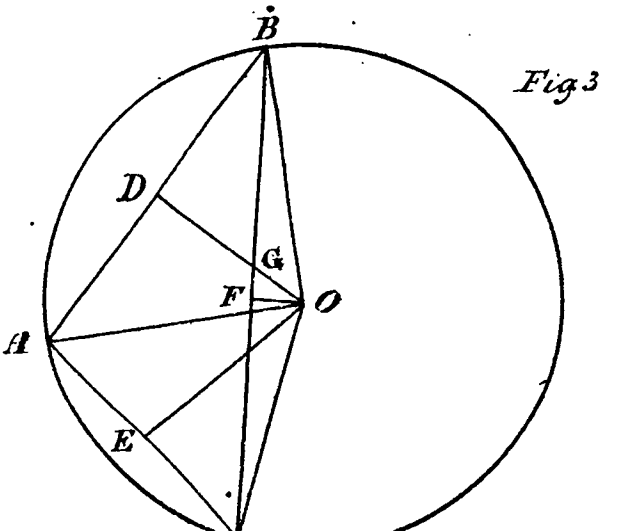


Fig. 2
P
O
V
T
V
A
S
M


B
Fig. 3
D
G
F
O
A
E

here the ornament is of the most sparkling kind, without any fault.

When the ornaments employed are too rich and gaudy in proportion to the nature of the subject, that style is called florid or flowery. This kind of style is allowable in young writers to a certain extent, when they are given to wonder and astonishment, and influenced by their imagination and passions.

RAWJI GODBOLE.

SENIOR CLASS.

Paper on Statics.

From a given rectangle, A B C D, of uniform thickness, to cut off a triangle C D O, so that the remainder, A B C O, when suspended at O, shall hang with A B in a vertical position. (See Fig. 1.) Draw O N parallel to A B; draw the diagonals A N and B O; and from G', where the two diagonals cut one another, draw G' K perpendicular to O N. According to a previous proposition, G G' : G G'' :: △ O N C : □ A B N O. The two triangles G K G' and G M G'' are similar, ∵ G G' : G G'' :: G'K : M G''. But G' K and M G'' are respectively equal to F N and N L; therefore, substituting these values, G G' : G G'' :: F N : N L. The two triangles O B N and O N C have the same altitude, and are between the same parallels; ∴ B N : N C :: △ O B N : △ O N C. By alternation, B N : △ O B N :: N C : △ O N C. Multiplying the first by 2, we get 2 B N : 2 △ O B N :: N C : △ O N C; N C : 2 B N :: △ O N C : □ A B N O. But N C : 2 B N :: F N : N L; ∵ F N : N L :: N C : 2 B N. But F N is $\frac{1}{2}$ of B N, and N L $\frac{1}{3}$ of N C; ∴ $\frac{1}{2}$ B N : $\frac{1}{3}$ N C :: N C : 2 B N, or $BN^2 = \frac{1}{3} NC^2$, or $AO^2 = \frac{1}{3}$ O D^2, or $3 AO^2 = OD^2$. Bisect A D in R. Let A R = a, and O R = x; therefore $(a + x) = OD$, $(a + x)^2 = OD^2$, and $(a - x)^2 = AO^2$; ∴ $3 (a - x)^2 = 3 AO^2$; ∴ $3 (a - x)^2 = (a + x)^2$. Expanding $3a^2 - 6ax + 3x^2 = a^2 + 2ax + x^2$. By transposition, and changing signs, $2x^2 - 8ax = -2a^2$. Dividing both sides by 2, $x^2 - 4ax = -a^2$; $x^2 - 4ax + 4a^2 = -a^2 + 4a^2 = 3a^2$; $x - 2a = \sqrt{3a^2} = a\sqrt{3}$; ∴ $x = 2a + a\sqrt{3} = a\left(2 + \sqrt{3}\right)$.

PURSHOTAM NARAYAN BHAT.

Dynamics.

If Q be the area of any curve, whose polar co-ordinates are r and θ, then prove that $d\,Q = \frac{r^2\,d\,\theta}{2}$.

Let Q be the area of A S Q, and P any point in the curve: describe the arch Q V, from Q as a centre, and draw Q T perpendicular on S P, and join P Q. (See Fig. 2.)

Now let S P be equal to r, and $\angle$ A S Q $= \theta$.

Area of the triangle S Q P $= \frac{S P \cdot Q T}{2}$. But $\triangle$ S Q P $=$ S Q T ultimately, therefore $\triangle$ S Q P $= d\,Q$, and ultimately S P $=$ S Q; but S Q $= r$, $\therefore$ S P $= r$. In the same manner, Q T $= r\,d\,\theta$. Substituting these values in the above equation for the area of the triangle S Q P, we get $d\,Q = \frac{r^2\,d\,\theta}{2}$.

Prop. II.—Demonstrate, that the area described by the radius vectre of any orbit is proportioned to the time of its description.

S P is the radius vectre; let the centre of force be the origin of the rectangular ordinate, and also Y the pole of the polar co-ordinates, and S M $=$ X, P M $=$ Y, $\angle$ A S P $= \theta$, and S P $= r$; and also let the force acting along P S at P be called f, and also let the components S M and P M be called x and y. Now f : X :: S P : x, $\therefore$ X $= \frac{f}{r} \cdot x$.

Also f : Y :: r : y, $\therefore$ Y $= \frac{f}{r}\,y$.

But we know, from uniformally accelerating motion, that X $= \frac{d^2\,x}{d\,t^2}$, and Y $= \frac{d^2\,y}{d\,t^2}$; but in this case X $= -\frac{d^2\,x}{d\,t^2}$ and Y $= -\frac{d^2\,y}{d\,t}$;

Therefore $\frac{f}{r}\,x = -\frac{d^2\,x}{d\,t^2}$, and $\frac{f}{r} \cdot y = -\frac{d^2\,y}{d\,t^2}$

Multiplying the first equation by y, we get $-\frac{y\,d^2\,x}{d\,t^2} = \frac{f\,x\,y}{r}$

Multiplying the second equation by x, we get $-\frac{x\,d^2y}{dt^2} = \frac{fxy}{r}$

$\therefore \frac{y\,d^2x}{dt^2} = \frac{x\,d^2y}{dt^2}$; or $\frac{y\,d^2x - x\,d^2y}{dt^2} = 0.$

But $y\,d^2x - x\,d^2y = d\,(y\,dx - x\,dy)$; therefore $d\left(\frac{y\,dx - x\,dy}{dt^2}\right) = 0.$

Now by integration $\frac{y\,dx - x\,dy}{dt} = h$ constant.

P M = S P. sine A S P or $y = r$. sine θ, and S M = — S P. cos θ, or $x = -r$. cos θ. By differentiating the first equation, $dy = dr$. sine θ. $d\theta + \cos\theta . r . d\theta$. Multiply by x, $x\,dy = -dr . d\theta . r$. sine θ. cos $\theta - r^2 . d\theta . \cos^2\theta$ ..... (a)

Differentiate the second equation.

$dx = -dr . \cos\theta . d\theta$ — sine $\theta . r . d . \theta$. Multiply by y, $y\,dx = -dr . d\theta . r$. sine θ. cos $\theta + r^2\,d\theta$ sine$^2\theta$..... (b)

Subtract (a) from (b).

$$y\,dx - x\,dy = r^2\,d\theta . \cos^2\theta + r^2\,d\theta \text{ sine}^2\theta.$$
$$= r^2\,d\theta\,(\cos^2\theta + \text{sine}^2\theta).$$
$$= r^2 . d\theta.$$

Therefore $\frac{r^2\,d\theta}{dt^2} = h$ constant.

KRISHNAJI HARI RAHALKAR.

Paper on Mathematics.

(1). Two chords, A B and A C, of a circle, represent two forces; one of them, A B, is given: find the position of the other when the resultant is a maximum. (See Fig. 3.)

Draw O D perpendicular to A B, O E perpendicular to A C, and O F perpendicular to B C; join O · B, and O · C.

Call the angle B O A 2θ, and $\angle$ A O C $2\theta'$; then the $\angle$ B O D will be equal to θ, and $\angle$ A O E θ'. Let A B = a, and A C = x.

The two triangles F O G and D B G are similar; $\therefore$ angle F O G = $\angle$ A B C; but angle A B C = $\frac{1}{2}\angle$ A O C, and angle A O E is also = $\frac{1}{2}$ A O C; therefore angle A B C =

$\angle$ A O E. But angle A B C is proved $= \angle$ F O G, therefore angle F O G $= \theta'$; therefore the angle B O F $= (\theta + \theta')$.

Sin $\theta = \frac{a}{2r}$, and sin $\theta' = \frac{x}{2r}$. Also

Cos $\theta = \sqrt{1 - \sin^2 \theta} = \sqrt{1 - \frac{a^2}{4r^2}}$, and cos θ' $= \sqrt{1 - \frac{x^2}{4r^2}}$

$\frac{BF}{r} = \sin BOF = \sin(\theta + \theta')$. Multiply by $2r$.

$\therefore 2BF = 2r \cdot \sin(\theta + \theta') = 2r(\sin\theta \cdot \cos\theta' + \sin\theta' \cdot \cos\theta)$.

$BC = 2r \cdot \sin\theta \cos\theta' + 2r \sin\theta' \cos\theta$.

By substitution we get,

$$= 2r \frac{a}{2r} \cdot \sqrt{1 - \frac{x^2}{4r^2}} + 2r \frac{x}{2r} \sqrt{1 - \frac{a^2}{4r^2}}$$

$$= a \cdot \left(1 - \frac{x^2}{4r^2}\right)^{\frac{1}{2}} + x \left(1 - \frac{a^2}{4r^2}\right)^{\frac{1}{2}} = \text{maximum.}$$

Now, by differentiating this expression, we get,

$$\frac{dy}{dx} = \tfrac{1}{2} a \left(1 - \frac{x^2}{4r^2}\right)^{-\frac{1}{2}} \cdot \left(-\frac{2x \cdot 4r^2}{16r^4}\right) + \left(1 - \frac{a^2}{4r^2}\right)^{\frac{1}{2}} = 0.$$

$$= -\frac{ax}{4r^2} \cdot \left(1 - \frac{x^2}{4r^2}\right)^{-\frac{1}{2}} + \left(1 - \frac{a^2}{4r^2}\right)^{\frac{1}{2}} = 0.$$

By transposition,

$$\frac{\frac{ax}{4r^2}}{\left(\frac{4r^2 - x^2}{4r^2}\right)^{\frac{1}{2}}} = \left(\frac{4r^2 - a^2}{4r^2}\right)^{\frac{1}{2}}.$$ Square both the sides.

$$\frac{\frac{a^2 x^2}{16 r^4}}{\frac{4r^2 - x^2}{4r^2}} = \frac{4r^2 - a^2}{4r^2}.$$ Or,

$$\frac{a^2 x^2}{4r^2 + (4r^2 - x^2)} = \frac{4r^2 a^2}{4r^2}.$$ Multiply by $4r^2$.

$\frac{a^2 x^2}{4 r^2 - x^2} = 4 r^2 - a^2$. Or,

$a^2 x^2 = 16 r^4 - 4 r^2 a^2 - 4 r^2 x^2 + a^2 x^2$. Therefore $4 r^2 x^2 + 4 r^2 a^2 = 16 r^4$. Divide by $4 r^2$.

$x^2 + a^2 = 4 r^2 =$ square of the diameter.

Therefore a makes with x an angle of 90°.

(2). To find the centre of gravity of a spheric sector.

G is the centre of gravity of spheric segment.
O ditto of spheric sector.
R ditto of cone. (See Fig. 4.)
Let A M, the versed sine, $= x$.

Solidity of segment $= \frac{\pi}{6} (6 r - 2 x) x^2 = \frac{\pi}{3} (3 r - x) x^2$.

Solidity of sector $= \frac{\pi}{3} (2 r^2 x) = \frac{2 \pi}{3} r^2 x$.

Solidity of cone $= \frac{\pi}{3} (r - x) (2 r x - x^2) = \frac{\pi}{3} (2 r^2 x - 3 r x^2 + x^3)$.

Find A G.

$X = \frac{\int y^2 x \, dx}{\int y^2 \, dx}$. But $y^2 = (2 r x - x^2)$; therefore by substitution,

$$= \frac{\int x . (2 r x - x^2) . dx}{\int (2 r x - x^2) . dx} = \frac{\int 2 r x^2 . dx - x^3 . dx}{\int 2 r x . dx - x^2 . dx} = \frac{\frac{2 r x^3}{3} - \frac{x^4}{4}}{r x^2 - \frac{x^3}{3}}$$

Multiply the numerator and denominator by 12.

$$= \frac{8 r x^3 - 3 x^4}{12 r x^3 - 4 x^3}.$$ Dividing by x^2 we get,

$$X = A G = \frac{8 r x - 3 x^2}{12 r - 4 x}.$$

Distance of G from base of cone $= x - \frac{8 r x - 3 x^2}{12 r - 4 x} = \frac{4 r x - x^2}{12 r - 4 x} =$ G M.

Distance of R from base of segment $= \frac{1}{4}(r - x) =$ R M.

Therefore G R $= \frac{1}{4}(r - x) + \frac{4rx - x^2}{12r - 4x} = \frac{r - x}{4} + \frac{4rx - x^2}{12r - 4x}$.

$= \frac{12r^2 - 4xr - 12rx + 4x^2 + 16rx - 4x^2}{48r - 16x} = \frac{12r^2}{48r - 16x}$.

$= \frac{3r^2}{12r - 4x}$. But,

Solidity of sector : solidity of cone :: G R : G O ; or

$\frac{2\pi}{3} r^2 x : \frac{\pi}{3}(2r^2 x - 3rx^2 + x^3) :: \frac{3r^2}{12r - 4x} :$ G O.

Therefore,

$$\text{G O} = \frac{\frac{\pi}{3}(2r^2 x - 3rx^2 + x^3)\left(\frac{3r^2}{12r - 4x}\right)}{\frac{2\pi}{3} r^2 x} =$$

$$\frac{\frac{2r^2 x\pi - 3rx^2\pi + \pi x^3}{3} \times \frac{3r^2}{12r - 4x}}{\frac{2\pi r^2 x}{3}}.$$

$$\text{G O} = \frac{\frac{6r^4 x\pi - 9r^3 x^2\pi + 3r^2\pi x^3}{12r - 4x}}{2\pi r^2 x}$$

$= \frac{6r^4 x\pi - 9r^3 x^2\pi + 3r^2\pi x^3}{24\pi r^3 x - 8\pi r^2 x^2}$. Divide the numerator and denominator by $\pi r^2 x$.

$$= \frac{6r^2 - 9rx + 3x^2}{24r - 8x}$$

But A O = A G + G O.

$= \frac{8rx - 3x^2}{12r - 4x} + \frac{6r^2 - 9rx + 3x^2}{24r - 8x}$. Or,

$= \frac{16rx - 6x^2}{24r - 8x} + \frac{6r^2 - 9rx + 3x^2}{24r - 8x}$

$$AO = \frac{6r^2 + 7rx - 3x^2}{24r - 8x} = \frac{(2r + 3x).(3r - x)}{8.(3r - x)}$$

Therefore $AO = \frac{2r + 3x}{8}$

DORABJI PADAMJI.

JUNIOR CLASS.

Analytical Plane Trigonometry.

Determine A, from the equation

$1 + 2 \sin 4A = 4 \sin 3A . \cos A.$

$1 + 4 \sin 2A . \cos 2A = 4 \sin (2A + A) . \cos A.$

$1 + 4 (2 \sin A . \cos A) . (1 - 2 \sin^2 A) = 4 (\sin 2A . \cos A + \cos 2A . \sin A) \times \cos A.$

$1 + 4 (2 \sin A . \cos A - 4 \sin^3 A) . \cos A = 4 (2 \sin A . \cos A + \sin A - 2 \sin^3 A) \cos A.$

$1 + 8 \sin A . \cos A - 16 \sin^3 A . \cos A = 4 (2 \sin A (1 - \sin^2 A) + \sin A - 2 \sin^3 A) . \cos A.$

$= 4 (2 \sin A - 2 \sin^3 A + \sin A - 2 \sin^3 A) . \cos A.$

$= 4 (3 \sin A - 4 \sin^3 A) . \cos A.$

$= 12 \sin A . \cos A - 11 \sin^3 A . \cos A.$

$1 + 8 \sin A . \cos A = 12 \sin A . \cos A.$

$\therefore 4 \sin A . \cos A = 1.$ Dividing by 2 we get,

$2 \sin A . \cos A = \frac{1}{2}.$

Or $+ \sin 2A = \frac{1}{2}.$

$\therefore 2A = 30°.$

$A = 15°.$

Given, $1 - \sin a = 2 \sin^2 \left(x - \frac{a}{2}\right)$ find x.

$1 - \sin a = 2 \sin^2 \left(x - \frac{a}{2}\right)$

$\frac{1 - \sin a}{2} = \sin^2 \left(x - \frac{a}{2}\right)$

$\frac{1 - \sin a}{2} = \left(\sin x . \cos \frac{a}{2} - \cos x . \sin \frac{a}{2}\right)^2$

$= \sin x . \cos^2 \frac{a}{2} - 2 \sin x . \cos x . \sin \frac{a}{2} \cos \frac{a}{2} + \cos^2 x . \sin^2 \frac{a}{2}$

$$= \sin^2 x \left(1 - \sin^2 \frac{a}{2}\right) - \frac{\sin^2 x \,.\, \sin a}{2} + (1 - \sin^2 x) \sin^2 \frac{a}{2}$$

$$\frac{1 + \sin^2 x \,.\, \sin a - \sin a}{2} = \sin^2 x - \sin^2 x \,.\, \sin^2 \frac{a}{2} + \sin^2 \frac{a}{2} - \sin^2 x \,.\, \sin^2 \frac{a}{2}$$

$$= \sin^2 x - 2 \sin^2 x \,.\, \sin^2 \frac{a}{2} + \sin^2 \frac{a}{2}$$

$$= \sin^2 x \left(1 - 2 \sin^2 \frac{a}{2}\right) + \sin^2 \frac{a}{2}$$

$$= \sin^2 x \,.\, \cos a + \sin^2 \frac{a}{2}$$

$$1 + \sin 2x \,.\, \sin a - \sin a = 2 \sin^2 x \,.\, \cos a + 2 \sin^2 \frac{a}{2}$$

By transposing—

$$2 \sin^2 x \,.\, \cos a - \sin^2 x \sin a = 1 - 2 \sin^2 \frac{a}{2} - \sin a.$$

$$2 \sin^2 x \,.\, \cos a - 2 \sin x \,.\, \cos x \,.\, \sin a = \cos a - \sin a.$$

$$2 \sin x \,(\sin x \,.\, \cos a \,.\, \cos x \sin a) = \cos a - \sin a.$$

$$2 \sin x \,.\, \sin (x - a) = \cos a - \sin a.$$

$$\sin (x - a) = \frac{\cos a - \sin a}{2 \sin x}$$

$$\text{Or, } \sin \left(x - \frac{a}{2}\right) = \frac{\cos \frac{a}{2} - \sin \frac{a}{2}}{2 \sin x}$$

$$2 \sin^2 \left(x - \frac{a}{2}\right) = \frac{\cos^2 \frac{a}{2} - 2 \sin \frac{a}{2} \cos \frac{a}{2} + \sin^2 \frac{a}{2}}{2 \sin^2 x}$$

$$\text{But } 2 \sin^2 \left(x - \frac{a}{2}\right) = 1 - \sin a.$$

$$\therefore 1 - \sin a = \frac{1 - \sin^2 \frac{a}{2} - \sin a + \sin^2 \frac{a}{2}}{2 \sin^2 x}$$

$$\therefore 2 \sin^2 x = \frac{1 - \sin a}{1 - \sin a} = 1.$$

$$\sin^2 x = \tfrac{1}{2}.$$

$$\sin x = \frac{1}{\sqrt{2}}$$

$$\therefore x = 45°.$$

NOWROJI PADAMJI.

Fig. 4

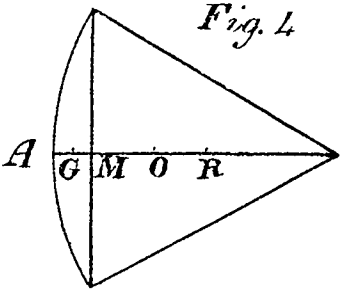


Fig. 5

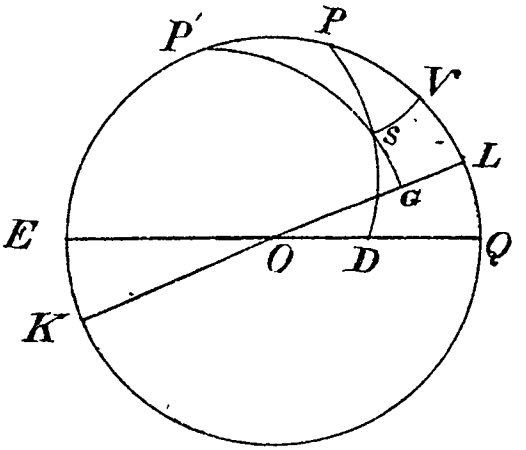
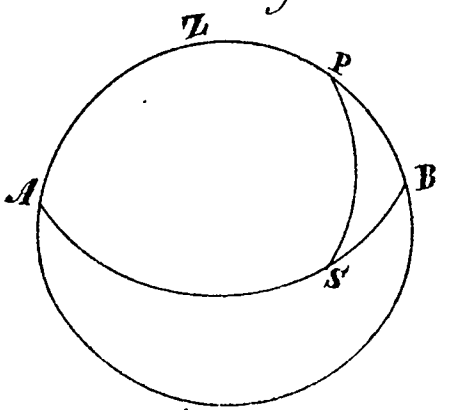


Fig. 6



Astronomical Problems.

1. The right ascension of the star Aldebaran is 67° 40′, and its declination 16° 8′ N.: it is required to find the latitude and longitude.

Let E Q be the equator; K L the ecliptic; and S the star Aldebaran; draw S V perpendicular on P Q. (See Fig. 5.)

O D = right ascension, = 67° 40′.

S D = declination, = 16° 8′.

L Q = P P′ = obliquity, = 23° 28′.

∴ Q D = 90° — R · A · = 22° 20′; and S P = 90° — dec. = 73° 52′.

Then, in the right-angled triangle S P V we have,

R . cos S P V = cot S P . tan P V.

$$\therefore \tan P V = \frac{R \cos S P V}{\cot S P} = 10 + 9{\cdot}9661365 - 9{\cdot}4612967 = 10{\cdot}5048398.$$

∴ P V = 72° 38′. But P′ · V = P′ P + P V = 96° 6′.

$$\sin S V = \frac{\sin S P V . \sin S P}{R} = 9{\cdot}5797772 + 9{\cdot}9825506 - 10 = 9{\cdot}5623278.$$

∴ S V = 21° 24′.

$$\cos P' S = \frac{\cos P' V . \cos S V}{R} = 9{\cdot}0263865 + 9{\cdot}9689757 - 10 = 8{\cdot}9953622.$$

∴ P′ S = 84° 20′; ∴ lat. of S = 5° 40′.

Again, in the right-angled triangle S P′ V we have,

$$\sin P' V = \frac{\tan S V . \cot S P' V}{R};$$ therefore,

$$\cot S P' V = \frac{R . \sin P' V}{\tan S V} = 10 + 9{\cdot}9975340 - 9{\cdot}5931705 = 10{\cdot}4043635.$$

∴ S P′ V = 21° 31′; ∴ long. of S = 68° 29′.

2. To a place having north latitude 52° 12′ 35″, when does the sun rise and set, and what are its rising and setting azimuths the sun's declination being 16° 0′ 46″·

QE , 6 LL

Let A Z P be the meridian, in which Z is the zenith, and P the pole, and A S B the horizon. (See Fig. 6.)

P B = the latitude of the place, = 52° 12′ 35″.

P S = 90° — the sun's declination = 90° — 16° 0′ 46″ = 73° 59′ 14″.

S P B = the hour angle, and S B = the azimuth.

Then, in the right-angled triangle S P B, we have,

$$\cos S P B = \frac{\tan P B \cdot \cot S P}{R} = 10{\cdot}1103177 + 9{\cdot}4579730 - 10 = 9{\cdot}5682907.$$

∴ hour angle = 111° 43′. But 15° make an hour, therefore 111° 43′ make 7h. 26m. 52s.; therefore 7h. 26m. 52s. is the time of the rising and setting of the sun.

$$\sin S B = \frac{\sin S P \cdot \sin S P B}{R} = 9{\cdot}9828054 + 9{\cdot}9680274 - 10 = 9{\cdot}9508328'.$$

∴ azimuth = 63° 15′.

NOWROJI PADAMJI.

COLLEGE DIVISION.

Vernacular Essay.

स्त्रीशिक्षण व त्यापासून लाभ.

सृष्टिकर्त्यानें स्त्रीपुरुषांस उत्पन्न केलें, आणि त्यांच्या शारीर व मानसिक शक्ति तत्तद्रचनेनुरूप त्यांच्या अंगीं दिल्या. ह्या प्रमाणें कीं स्त्री फार सुकुमार व नाजुक आहे त्या प्रमाणें तिच्या अंगीं तसलींच नाजुक कामें करण्याची शक्ति ठेविली आहे; तसेंच पुरुषाच्या शारीर व मानसिक रचने प्रमाणें त्याच्या अंगीं फार श्रमाचीं कामें करण्याची शक्ति ठेविली आहे. आतां आपण असा विचार करूं कीं स्त्रिया विद्याशिक्षणार्ह आहेत किंवा नाहींत म्हणजे त्यांस विद्या शिकवूं लागलों तर त्यांस ती येईल किंवा नाहीं, आणि जर त्या विद्याशिक्षणार्ह असल्या तर विद्या शिक्षणापासून त्यांस, त्यांच्या नवऱ्यांस, त्यांच्या मुलांस, आणि त्यांच्या जवळच्या लोकांस काय फायदे होतील. स्त्रियांच्या शारीर व मानसिक रचने वरून पाहिलें असतां व इतिहासांमध्यें विद्या-

चारसंपन्न लोकांमध्यें स्त्रिया विद्वान् व सदाचरणी अशा आढळतात, ह्यावरून पाहिलें असतां असें दिसतें कीं स्त्रियांस विद्या शिकवितां येईल. विद्या शिक्षणापासून मुख्य लाभ हे आहेत कीं सृष्टपदार्थांच्या ज्ञानानें व त्यांच्या संयोगवियोगापासून जीं भिन्न २ कार्यें होतात त्यांच्या ज्ञानानें ह्या संसारामध्यें सृष्टपदार्थांपासून होणारीं सुखें जीं दुरवाप्य आहेत तीं अल्पायासानें व अल्प कालामध्यें संपादन करितां येतात. दुसरा. नाना प्रकारचीं नीतिबोधक पुस्तकें शिकल्यापासून व तीं पुस्तकें स्वतः वाचून समजण्याची आपल्या अंगीं योग्यता आली म्हणजे जर आपण तीं पुस्तकें वाचलीं तर आपण व सृष्टिकर्ता ह्यांच्यामध्यें संबंध कोणता, आपण ईश्वराशीं कोणत्या रीतीनें वागावें, सृष्टिकर्त्यानें हे जे आपले बंधुजन उत्पन्न केले आहेत त्यांमध्यें आणि आपणामध्यें संबंध कोणता व त्यांच्याशीं आपण कोणत्या रीतीनें वागावें, ऐहिक सुखापेक्षां अनंतपट जास्ती व चिरस्थायी असें जें पारमार्थिक सुख तें आहे किंवा नाहीं आणि जर असलें तर तें संपादन करण्याचे मार्ग कोणते ; हें सर्व ज्ञान झालें असतां जें सुख प्राप्त होतें त्या सर्वांस विद्या कारण होय. बुद्धि, स्मृति, धारणाशक्ति इत्यादिक मानसिक शक्तींच्या उद्भवनें करून जो आनंद होतो त्यास ही विद्याच कारण होय. पृथ्वी वरील बहुतेक देशांमध्यें तेथील लोक आपल्या स्त्रियांस दासी सारख्या वागवून मोठमोठाले धंदे व उद्योग करून सुखें आपणच भोगतात, ह्याचें कारण मला असें दिसतें कीं प्रत्येक मनुष्यास असें वाटत असतें कीं आपण स्वतंत्र असावें, आपण दुसऱ्यावर अम्मल व जुलूम करावा आणि दुसऱ्यांनीं निमूटपणीं आपल्या अधिकाराखालीं राहावें आणि आपला जुलूम सोसावा. अशी म्हण आहे कीं बळी तो कान पिळी, ह्या प्रमाणें पुरुषानें आपल्या बलाच्या साहाय्यानें स्त्रीस दासी करून ठेविलें. हें लिहिण्याचें कारण इतकेंच कीं जर आपण असें म्हटलें कीं स्त्रियांनीं स्वतः उपयोग करून विद्येचें संपादन करावें, तर हें करणें स्त्रियांस परमाशक्य आहे. हें मी उदाहरणानें स्पष्ट करितों. एक पदार्थ आहे तो कोणत्या रीतीचा व त्याची रुचि काय हें जर आपणास ठाऊक नाहीं परंतु कांहींकांस ठाऊक आहे

तर त्यांच्या वांचून तो पादर्थ मिळवावा म्हणून आपणास इच्छा तरी कशी होईल आणि इच्छा नसल्यामुळें तो पादार्थ मिळविण्याचे उपाय कसे समजतील?. ह्या प्रमाणें विद्या म्हणजे काय आणि तीपासून लाभ जे होतात ते पुरुषाच्या साहाय्यावांचून स्त्रीस कळणें अशक्य आहे. जसजसे पुरुष विद्वान् होतील आणि ईश्वराच्या दृष्टीनें सर्व प्राणी सारखे आहेत असें वाटून आपण जीं सुखें भोगितों तीं आपल्या स्त्रियांस ही मिळावीं असें त्यांस जसजसें कळत जाईल तसतसे स्त्रियांचे विद्या शिक्षणाचे उपाय जास्ती वाढले असें म्हटलें तरी बाध नाहीं. ह्या करितां स्त्रियांस विद्या शिकवावी आणि तेणेंकरून त्या ज्ञानी कराव्या असा उद्देश सिद्धीस नेणें असल्यास प्रथमतः पुरुषाची विद्या वाढण्याचे जे उपाय ते वृद्धिंगत झाले पाहिजेत, आणि त्यांच्या मनांतील मत्सर, आपणासच स्वातंत्र्य असावें ही इच्छा, स्वार्थ दृष्टि इत्यादिक जे दुष्ट मनोविकार ते जाऊन परहितेच्छादिक ज्या सद्वासना त्या त्यांच्या मनांत जसजश्या येऊं लागतील त्या प्रमाणें स्त्रियांस विद्या शिकविण्यार्थ जे प्रतिबंध आहेत ते कमी झाले म्हणून समजावें. स्त्रियांस विद्या शिखविली असतां पुढें त्यांस जीं मुलें होतील तींही सुशिक्षित आणि सदाचरणी अशीं होतील. मुलास उत्पन्न झाल्यापासून सात आठ वर्षे पर्यंत आई वांचून कोणी माहीत नसतें. तर त्या वर्षांमध्यें आईने मुलास सदुपदेश करून सदाचरणाच्या गोष्टींनीं जर त्या बालकाचें मन रमविलें आणि अशा सदाचरणारानें अन्य बालकांच्या मनांवर काय परिणाम झाले असतील ते व त्यांपासून त्यां बालकांस व त्यांच्या मातापितरांस किती सुख झालें असेल हें जर तिनें आपल्या मुलास सांगितलें तर त्या मुलाची पुढें सदाचरण व विद्या ह्याविषयीं जगतांत कीर्ति होईलच. स्त्रिया विद्वान् झाल्या असतां त्यांच्या नवऱ्यांस जे फायदे होतात ते फार उघड आहेत आणि ते पुष्कळांनीं स्पष्ट करून दाखविले आहेत म्हाणून त्याचें मी येथें विवरण करीत नाहीं. कोणत्याही गोष्टीचें ज्ञान झालें असतां बहुधा तीन फलें उत्पन्न होतात. पहिलें हें कीं ती गोष्ट समजल्या पासून आपणास केवळ आनंद होतो तें. दुसरें, त्या गोष्टीच्या ज्ञानापासून व्यव-

हारांत उपयोग झाल्यामुळें इहलोकीं सुख होतें. तिसरें, आपल्या आचरणानुरूप परलोकीं आपणांस सुख किंवा दुःख प्राप्त होईल हें ज्ञान ह्या गोष्टीपासून झाल्यामुळें सदाचरणाकडे आपलें मन वळणें, हीं तीन फलें स्त्रियांस विद्या शिखविली असतां त्यांस व त्यांच्या जवळच्यांस प्राप्त होतात. ह्या हिंदु लोकांमध्यें इतक्या दिवस पर्यंत गर्वामुळें व दुराग्रहामुळें ज्या वास्तविक ज्ञानानें युरोप खंडांतील मोठमोठाले इंग्लंड, फ्रांस, इत्यादिक देश अशा महत्वास येऊन पोहोंचले त्या ज्ञानाचा विद्याचारसंपन्न जे इंग्लिश लोक त्यांच्या संबंधानें उत्तरोत्तर हिंदुस्थानांत प्रसार होत चालला आहे हें मोठ्या भरभरीचें चिन्ह आहे.

रावजी गोडबोले.

SANSCRIT DEPARTMENT.

Sanscrit Essay (in Verse).

स्त्रीशिक्षणविषये.

स्त्रीभिर्गणनविद्यादौ कर्तव्यो ऽभ्यासआदरात् ॥ निष्पत्यवायेविषये प्रत्यवायधियेहयत् ॥ १ ॥ निषिद्ध्यतेमवृत्तिस्त युक्तिशून्यंतुमन्महे ॥ धर्मशास्त्रनिषिद्धत्वा युक्तत्वाद्बहुभिर्गुणैः ॥ २ ॥ तथाहि ॥ लौकिकोहिजनःस्वामिद्रव्यस्यापजिधृक्षया ॥ आश्रित्यस्वामिनंकंचित् संदेशहरभूमिकः ॥ ३ ॥ धान्यादिकंसमादाय समर्घगृहमागतः ॥ ब्रूतेमहर्घमितिहि तदेयमुपयुज्यते ॥ ४ ॥ किंच ॥ प्रयोजनमिहोद्दिश्य किंचिद्देशांतरंगतः ॥ ज्ञापनायस्वकंवृत्तं पत्रिकांप्रेषयेत्यतिः ॥ ५ ॥ गोप्यंवृत्तंतदन्यद्वा जानीयुरितरान्विना ॥ विवेकहीनाश्चकथं कुर्वंतेद्रव्यसंग्रहं ॥ ६ ॥ अयमर्थस्तुसर्वेषा मानुभाविक एवहि ॥ किंच ॥ अनभिज्ञा कथंपत्यु रिंगितज्ञाभविष्यति ॥ ७ ॥ तदाकुर्यान्मनोमोदं भर्तुराज्ञानुवर्तिनी ॥ विनीतधिषणास्युश्चे द्विद्याभ्यासाकुलस्त्रियः ॥ ८ ॥ तस्मान्मनीषाकौशल्य हेतुर्विद्येतिशुश्रुम ॥ एवंबहुगुणोन्कर्षं निषेधोयुक्तिवर्जितः ॥ ९ ॥ कृतप्रज्ञाहिसततं पातिव्रत्यमतंद्रिताः ॥ रक्षंति सदसज्ज्ञान सहायाःपापभीरवः ॥ १० ॥ धर्मशास्त्रानिषिद्धेषु विद्याभ्यासेषु यत्नतः ॥ श्रमःकार्यो ऽत्रसंदेहो नकश्चिदिहविद्यते ॥ ११ ॥

पाठशालास्थ विद्यार्थी रंगाचार्य.

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APPENDIX D.

VARIOUS RETURNS.

Table of Stipendiary, Paying, and Free Students in the Poona College, on the 31st December 1854.

No.	Department.	Stipendiary.	Paying.	Free Students.	Total Number in each Department.	Average Attendance.
1	Sanscrit Department	10	7	107	124	100
2	English Department	37	106	185	328	289
3	Normal Department	27	..	9	36	34

3 are vacant.

Table of Castes of Students of the Poona College.

Bráhman.	Shenvi.	Kásta.	Sutár.	Sonár.	Parbhu.	Shudra.	Khatriya.	European, Portuguese, &c.	Pársi.	Wáni.	Pardeshi.	Musalman.	Tailang and Kongádi.	Támbat.
437	2	1	2	3	16	12	1	3	4	1	1	1	1	3

Return of Students in the College and School Divisions of the English Department, on 31st December 1854.

College Division.	Senior Class, under the Principal	33
	Junior Class, under ditto	44
	Normal Class, under ditto	17
	Senior Class, under the Professor of English Literature	6
	Junior Class, under ditto	9
	Freshman Class, under ditto	20
	Senior Class, under the Professor of Mathematics	7
	Junior Class, under ditto	7
	Freshman Class, under ditto	29
School Division		287

Names of the Students that left the Normal Class in 1854.

Names of Students.	Place to which sent.	Pay.	Date of leaving the College.	Remarks.
Ganu Parázpe ..	Karád	30	March 1854.	
Tátya Birwádkar.	Sáwant Wádí..	35	May 1854.	
Rámá Pátankar ..	Dhárwár ..	20	June 1854.	
Wyankat Bábá Achárya	Batis Shírole..	20	July 1854.	
Sakhárám Rishí..	Wái	30	August 1854.	
Pándu Rede ..	Yavale	20	September 1854.	
Gopál Shástrí ..	Ahmednaggar.	20	Ditto.	
Shivrám Khare ..	Chákan ..	12	October 1854.	
Rámá Bháwe ..	Phaltan ..	20	Ditto.	
Náráyan Sapre ..	Vinchur ..	20	November 1854.	
Náráyan Shástrí Sáthe	Málwán.. ..	15	Ditto.	
Bhikam Bhat ..	Karád	12	December 1854..	
Sadú Maráthe ..	.....	..	.....	Resigned.
Bálu Bhat Wáikar	.....	..	.....	Ditto.

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